DOCUMENT RESUME

ED 276 640 SO 017 472

TITLE	Citizenship, Multicultural, and Human Relations Education. Minimum Standards Leadership Series, 1985.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE	Sep 85
NOTE	72p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; Experiential Learning; *Human Relations; *Learning Activities; *Multicultural Education
IDENTIFIERS	Ohio

ABSTRACT

Minimum standards for elementary and secondary schools require that courses of study provide for the following topics: citizenship, human relations education, and multicultural education. It is educationally profitable to view these as three interdependent perspectives which shape a citizen's participation in democratic life. Cultivating these citizens is the special assignment of public education, and fulfilling this obligation is a central professional challenge faced by educators today. This document is intended to provide a range of innovative and practical approaches for implementing this curricular component. It seeks to provide assistance in developing programs which incorporate the content and skills necessary for effective living within the family, school, work place, community, nation, and world. Elementary and secondary instructional activities involving some relationship to citizenship, multicultural, or human relations education are included. An appendix containing lists of resource materials and resource organizations concludes the document. (APG)

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MINIMUM STANDARDS LEADERSHIP SERIES 1985
OHIO DEPARTMENT OF EDUCATION

CITIZENSHIP, MULTICULTURAL, AND HUMAN RELATIONS EDUCATION

ED276640

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FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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PREFACE

PREFACE

A danger in addressing subjects as complex and abstract as multiculturalism and human relations, especially if we choose to look at them simultaneously, is that we may become entangled in semantics. So much has been written about each from so many perspectives, that the entire document could be devoted to defining concepts. We define only those concepts necessary for understanding multiculturalism and human relations within the context of citizenship education. We then discuss societal conditions that appear interconnected with these concepts and outline ways that shifting conditions might affect these relationships in the future.

It is unlikely that cultural conflict will be eliminated in the near future. Certain steps are likely to help minimize such conflict. An increased tolerance of diversity must accompany a decrease in inequality. The downtrodden must have the same access to a just political system as the fortunate. Stridency and violence must be discouraged as methods of conflict resolution, while methods that encourage moderation and accommodation must be sought. People must demonstrate flexibility and compassion in adjusting to changing conditions, for whatever crises befall the human community, survival will likely depend upon our ability to live constructively together.

INTRODUCTION

INTRODUCTION

Minimum Standards for Elementary and Secondary Schools require that courses of study provide for the following topics: citizenship, human relations education, and multicultural education. It is educationally profitable to view these as three interdependent perspectives which shape the democratic citizen's participation in public life. Cultivating these citizens is the special assignment of public education, and fulfilling this assignment is a central professional challenge faced by educators today. This document is intended to provide a range of innovative and practical approaches for implementing this curricular component. It is intended, further, to provide assistance in developing programs which incorporate the content and skills necessary for effective living within the family, school, workplace, community, nation, and world.

It is an extraordinary time for the people living on planet earth. In a number of ways, it is a time that is different from that in which any generation of human beings has ever lived. Humanity now has the capacity to manipulate its own genetic structure, design global communication and information networks, eradicate starvation, and live beyond the earth's atmosphere. At the same time, humanity has the ability actually to destroy itself with advanced weaponry. One is quickly sobered by the actual possibility of human extinction brought about by disputes over perceived national interests.

The late Buckminster Fuller suggested that humanity is in a sort of "final exam." Technology is available which can, with each decision, be turned toward destruction or cooperation. In other words, a choice between an exclusive "you *or* me" world in which only some can survive and prosper and an inclusive "you *and* me" world in which virtually all can survive and prosper is confronting humanity. The times require democratic citizens whose participation in the social arena is undergirded by three fundamental perspectives: a constructive/citizenship perspective, a pluralist/multicultural perspective, and a global/human relations perspective.

The constructive/citizenship perspective involves competent participation in social, political, and economic processes as well as an ongoing critique of those processes. The constructive citizen, committed to democratic beliefs, explores the congruence of existing processes with the principles of freedom, justice, equality, responsibility, privacy, and diversity. More than the passive, uncritical acceptance of the status quo, constructive citizenship includes the ability to see what others take for granted in public affairs, to examine accepted practices, to engage in dialogue with others about the private and public good, and to conceive new arrangements that may be more compatible with democratic values and beliefs. Further, it includes the courage to take an unpopular position in the face of social pressure to conform.

INTRODUCTION

At the heart of the pluralist/multicultural perspective is a disciplined respect for human differences — differences of all sorts, but particularly of opinion and preference, of race and religion, of ethnicity, and in general, of culture. The realization that there is diversity among people and the conviction that this diversity is good serve as the basis for this perspective. One seeks, from this perspective, to understand and appreciate the multiplicity of cultural and subcultural differences among peoples. The existence of ethnic and philosophical differences is regarded, from this perspective, as a healthy, inevitable, and desired quality of democratic group life. The determination of the Founding Fathers to protect minorities from the majority came from this perspective. The First Amendment also came from this perspective, "so as," writes Justice William O. Douglas, "to permit a flowering of man and his idiosyncracies."[1]

The global/human relations perspective involves, in the words of Rene Dubos, the ability and the willingness to think globally while acting locally. Citizens who have this perspective have a "cosmopolitan stance." They are citizens "who can capitalize on the world's resources and accumulated wisdom in making cooperative attacks on shared problems of people everywhere..."[2] Interdependence and value diversity are well understood by citizens with a global perspective, but more importantly, these people identify with the world community as well as with their own culture group and nation-state. The ability to do this depends upon the competencies individuals exercise in their personal and interpersonal relationships. Such competencies include a self-conscious awareness of one's membership in a group coupled with cognitive, emotional, and social skills that allow and encourage the individual to make decisions, reach judgments, and take actions which are responsive to the needs of the group as well as the individual.

Citizenship today does not mean what it did one hundred or even fifty years ago. Civic education, therefore, has had to adapt to the changing world. The globe has shrunk dramatically, and the diversity of its cultures has become all the more apparent. There has been a geometric increase in the very pace of change and modernization. Industrialized societies are at once scrambling to accommodate an information explosion and a new recognition that natural resources are limited. Societies are being pressed as never before to clarify their values and priorities, as the possibilities of nuclear war among nations, genetic engineering, and "star wars" exploits become ever more vivid.

INTRODUCTION

It is clear that, in this milieu, the demands on citizens are more numerous and complex than before. No longer are patriotism and voting sufficient indices of good civic behavior. Today, the "good" citizen must be a local, national, and global citizen simultaneously. Now, the "good" citizen must be able to identify with particular cultural and subcultural groups, while extending respect and civil liberties to all cultural groups. The "good" citizen, rather than emerging from privacy from time to time to vote on alternatives already narrowed from the many to the few, must now participate more actively and critically in the public debates and processes that precede and follow elections.

That this is a tall order, let there be no doubt. We have called citizens who are capable of this kind of citizenship "democratic" citizens. Democratic citizens are informed, skilled in the processes of a free society, and committed to democratic values. They view participation in economic, political, and social processes not only as a right, but as an obligation. Their participation in these processes, furthermore, is shaped by the three perspectives discussed above. Public education plays an exceedingly important role in the cultivation of these citizens. Indeed, accomplishing this task is a critical role of education. The curriculum must be full and vibrant, especially in the earliest grades, because even the youngest children are actively constructing the foundation of their civic identities. An engaging and challenging curriculum must be present in each grade, because the various components of civic identity are being constructed throughout the school years.

Rich participation experiences must be built into the curriculum throughout the school years, because actual participation in democratic processes is essential to sustaining and fulfilling the democratic experiment. So critical is the role of such civic education, that educators must themselves, as a facet of their own citizenship participation, become articulate advocates of civic education. Recognizing that one has an unparalleled vantage point from which to survey one's own professional situation is central to being an effective advocate. Furthermore, the effective advocate locates therein, the civic education programs and activities that need to be promoted and the exceptional participants who should be recognized. There are no recipes for advocating civic education; rather, there are inventive professionals in diverse situations seeing and doing what is needed.

CITIZENSHIP EDUCATION

SECTION I
CITIZENSHIP EDUCATION

Preparing young people to be responsible citizens has long been a major focus of education. Originally, in the public school concept, citizenship education was a major focus of all curriculum areas. Since the 1920s, however, citizenship education has also been treated as a special concern of the social studies. The importance of the social studies curriculum in the preparation of democratic citizens lies in the understanding that social studies is that part of the school curriculum where direct citizenship education occurs. By direct citizenship education, we mean the conscious cultivation of the special kind of citizen who is willing and able to meet the twin challenges of sustaining a democracy and fulfilling its vision.

All civic learning which occurs at school, however, is not of this type. Indirectly, civic learning takes place in all curriculum areas and involves those orientations, understandings, and behaviors which are first acquired in seemingly nonpolitical contexts and later used in political contexts. Indeed, so diffuse has the process been, that it has been described as "grabbing hold of a marshmallow; it is more rhetoric than reality."[3] In this section, we will engage in a brief discussion of citizenship education in terms of underlying conceptions which are reflected in any approach to citizenship education. These conceptions vary widely and cover a narrow to broad continuum.

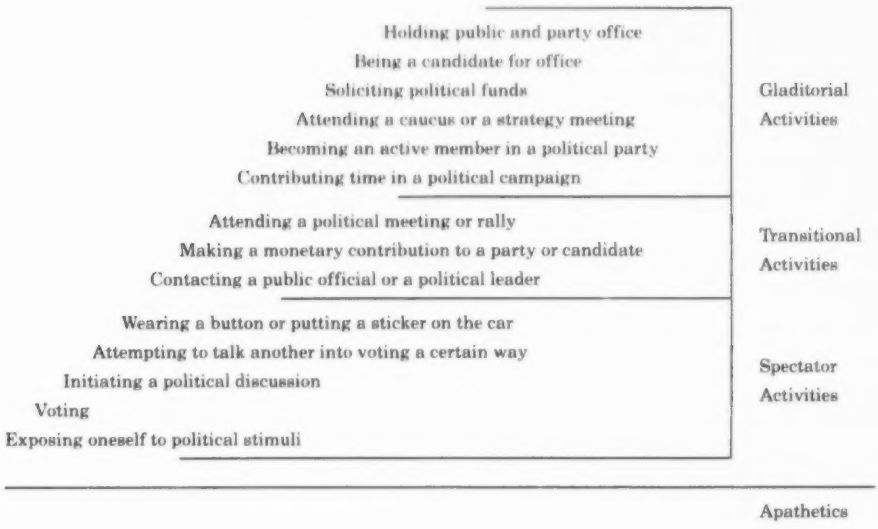
CITIZENSHIP EDUCATION: WHAT IT HAS BEEN AND WHAT IT MIGHT BE

The narrower views of citizenship education limit participation to overtly political behavior such as voting and campaign activity. Lester Milbrath provides a classic illustration of such a view when he defines political participation as "behavior which affects or is intended to affect the decisional outcomes of government. The politics of non-governmental organizations (e.g., churches and corporations) are excluded from this definition."[4] A hierarchy of political involvement in democratic processes (see Figure 1) was developed within these confines. Educators who share this more narrow view might plan citizenship participation experiences for their students in accordance with this hierarchy. It is a cumulative hierarchy because persons involved at the top are most likely involved in the processes in the lower ranks as well. Consequently, educators who share this narrow conception would want to plan participation opportunities hierarchically to help students develop a wide array of political experience. This would encourage students to engage eventually in the more demanding citizenship tasks.

CITIZENSHIP EDUCATION

FIGURE 1

Hierarchy of Political Involvement.


Holding public and party office
Being a candidate for office
Soliciting political funds
Attending a caucus or a strategy meeting
Becoming an active member in a political party
Contributing time in a political campaign
Gladitorial Activities
Attending a political meeting or rally
Making a monetary contribution to a party or candidate
Contacting a public official or a political leader
Transitional Activities
Wearing a button or putting a sticker on the car
Attempting to talk another into voting a certain way
Initiating a political discussion
Voting
Exposing oneself to political stimuli
Spectator Activities
Apathetics

The broader views of citizenship education include a wide spectrum of behavior that many persons would not consider political. An articulate proponent of this broader view has suggested that citizenship "involves the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs."[5] According to this conception, people are citizens in their social clubs, peer groups, labor unions, and schools as well as in their cities, states, and country. The broader view, consequently, offers a wider range of participatory opportunities for students, and suggests a greater number of situations in which citizenship participation can be examined and practiced.

Citizenship in this broader application is one example of a universal component of culture. All cultures provide for citizenship, but each has its own unique design. In the United States, citizenship is based upon acceptance of the rule of law established through the democratic process. Technically, schools are not preparing *future* citizens, as is often claimed, because citizenship is a legal status already enjoyed by most school children.* Rather, most educational philosophies aim at the development of a particular *kind* of citizen. References to the development of "good" or "effective" citizens, almost without exception, are to be found among the objectives of schools. Attempts to

*Citizenship is a legal concept defined in the Fourteenth Amendment to the Constitution: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

define such citizenship in terms of specific qualities of behavior have resulted in various compilations, most of which include being informed, possessing certain skills and abilities, being committed to particular attitudes and values, and participating in socio-political activities.

Citizenship education, then, should be concerned with the development of citizen competence. As such, it is a continuing challenge for every generation. The study of citizenship has become more complex as critical changes have occurred in the structure of American society. The remainder of this section will examine citizenship education in terms of what it might be in light of the changing nature of our society and the world in which it functions. This will be accomplished through the development of program goals and objectives, and through the identification of subject objectives for elementary and secondary students. The process is consistent with that suggested in PROCESS MODEL FOR COURSE OF STUDY[6], and is intended to foster education for democratic citizenship.

PURPOSE OF CITIZENSHIP EDUCATION

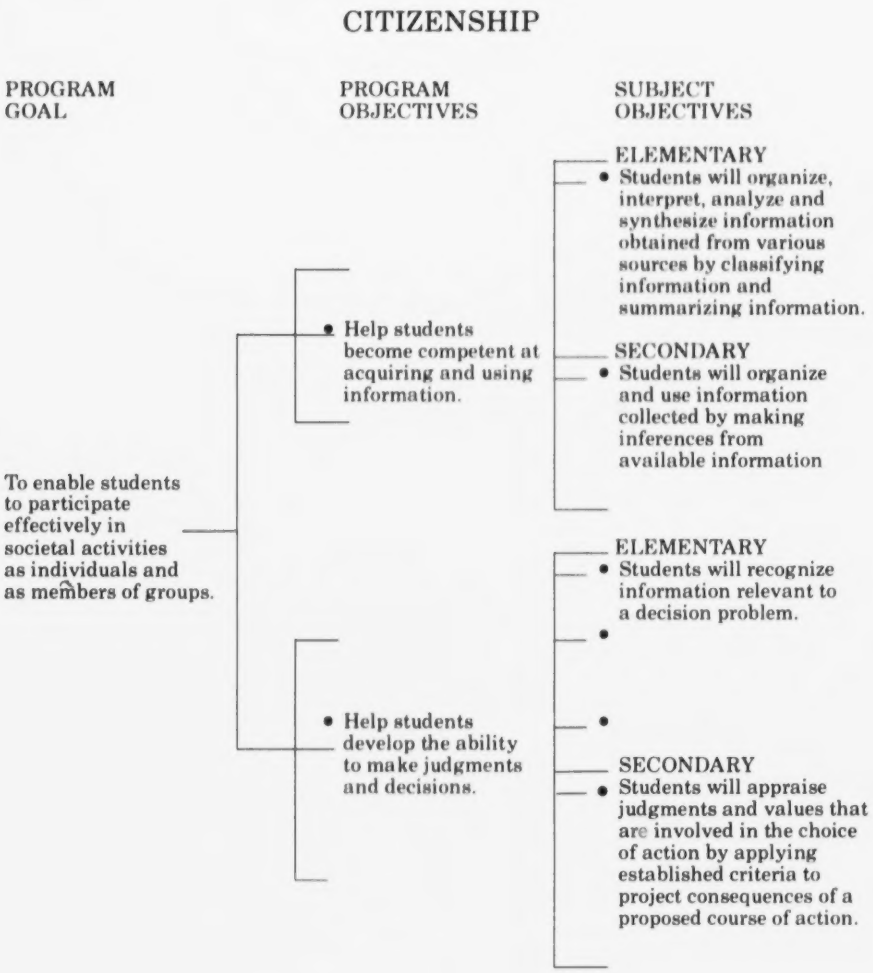
The goal of citizenship education is to enable students to participate effectively in societal activities, as individuals and as members of groups. In order to accomplish this goal, it will be necessary to

1. Help students become competent at acquiring and using information.
2. Help students assess involvement and promote their own and/or various group interests while participating in civic and other social activities.
3. Help students develop the ability to make judgments and decisions.
4. Provide students with opportunities to communicate and cooperate with others.

These program objectives can be addressed at each grade level and/or in every course, in new and increasingly complex ways. This is best illustrated through the development of subject objectives which indicate the desired learning outcomes for a given grade level or specific subject. The progression of subject objectives from the program goal and program objectives might be developed as shown in Figure 2:

CITIZENSHIP EDUCATION

FIGURE 2


CITIZENSHIP
PROGRAM GOAL
PROGRAM OBJECTIVES
SUBJECT OBJECTIVES
To enable students to participate effectively in societal activities as individuals and as members of groups.
Help students become competent at acquiring and using information.
Help students develop the ability to make judgments and decisions.
ELEMENTARY
Students will organize, interpret, analyze and synthesize information obtained from various sources by classifying information and summarizing information.
SECONDARY
Students will organize and use information collected by making inferences from available information
ELEMENTARY
Students will recognize information relevant to a decision problem.
SECONDARY
Students will appraise judgments and values that are involved in the choice of action by applying established criteria to project consequences of a proposed course of action.

ACQUIRING AND USING INFORMATION

At the kindergarten level youngsters can classify information. Soon after, they can begin identifying central elements in information and identifying cause and effect relationships. As they move through the grades, their ability to organize, analyze, interpret, and synthesize information will be dependent upon the extent to which they have been required to differentiate between points of view; distinguish statements of fact from statements of opinion, and statements of inference from statements of fact; identify interrelationships among concepts; and identify stated and unstated assumptions.

CITIZENSHIP EDUCATION

Acquiring and using information also involves using newspapers and magazines to obtain current information and opinions about issues and problems. In order for this to occur, it is imperative that youngsters be able to read at an appropriate level. They can then be asked to distinguish among the various parts of a newspaper or magazine (editorials, opinion columns, news stories) in order to understand the distinction between factual and value statements. It will then be possible for them to understand possible sources of bias in news gathering and reporting. The use of books, maps, charts, graphs, computers, and other data bases is essential if students are to have opportunities to identify the most appropriate source(s) of information and to apply basic information processing skills (e.g., reading for the main idea, using index headings and summaries) in solving a problem at hand.

Asking appropriate questions of others is another important method for obtaining useful information. Students should be able to identify productive and relevant questions; identify the best person(s) to answer a given question; and select effective methods of communicating a question, such as a letter, telephone interview, or survey. These skills are closely related to the ability to organize and use information collected, which is best demonstrated through such competencies as classifying information according to consistent sets of criteria, making inferences from available information, evaluating the reliability and validity of information, conceptualizing and analyzing information, developing hypotheses that assert a relationship between two or more variables, imagining alternative possibilities for existing realities, and conceptualizing information by synthesis, combining objects or ideas into more inclusive concepts.

Students should be able to demonstrate the ability to use reliable sources of information by using more than one source to obtain information, identifying points of agreement and disagreement among sources, and evaluating the quality of available information. Through this process there should develop a recognition of the unique advantages and disadvantages of television as a source of information about issues and problems. This involves understanding the role and nature of this medium in the American economic system and developing the ability to distinguish between pseudo and real events. The ability to acquire information from public and private sources depends upon identifying the most appropriate source(s) of information for a problem at hand, and using appropriate channels and procedures to obtain needed information. Finally, student competence in evaluating the validity and quality of information is dependent upon the abilities to distinguish normative and empirical statements, and to understand the nature and logic of evidence.

ASSESSING INVOLVEMENT AND PROMOTING INTERESTS

In addition to developing competence in acquiring and using information from a variety of sources, the ability to participate effectively in societal activities depends upon how effectively personal involvement can be assessed and interests promoted while one participates in civic and other social activities. This is evidenced by the ability to identify a wide range of implications for an event or condition by identifying individuals and/or groups affected by the event or condition and seeing that an event or condition can have multiple consequences for different groups. Further evidence is provided by the ability to identify ways individual actions can produce consequences. Examples include empathizing with others and recognizing their needs, feelings, and interests; and holding others' interests to be as legitimate and valuable as one's own.

The ability to recognize personal interests and goals in a given situation rests upon distinguishing between long- and short-term interests, and recognizing what may be realistically achieved in any given situation. It is also necessary to be able to identify personal rights and obligations in a given situation by taking a sociocentric rather than egocentric perspective. It is equally important to be able to identify relationships among trends, changes, and problems in a group, and to see how individual acts can accumulate to produce consequences that are difficult to predict. The use of legal remedies to protect personal rights and interests is dependent upon recognizing how and when one's legal rights are affected by a problem or issue. It is then necessary to be able to identify basic types of legal procedures which may be related to the problem being dealt with. Such procedures would include law suits, criminal charges, and injunctions. Finally, one must be able to identify the principal legal institutions and actors available to an individual, including lawyers, legal clinics, and small claims courts.

Promoting one's own interests is often related to the ability to work through organized groups which support those personal interests. This necessitates finding the group(s) most relevant to the problem, situation, or issue with which one is concerned. It further necessitates arranging time and responsibility to allow for participation in organized groups. Identifying and using established grievance procedures within a bureaucracy or organization is extremely important in promoting one's interests. At a minimum, this usually involves recognizing the nature of bureaucracy and locating sources of information or grievance procedures.

CITIZENSHIP EDUCATION

MAKING JUDGMENTS AND DECISIONS

Helping students develop the ability to make judgments and decisions is the third major component of citizenship education designed to enable young people to participate effectively in societal activities as individuals and as members of groups. Making judgments and decisions depends upon the ability to develop realistic alternatives. This involves recognizing information relevant to a decision problem and imagining alternative possibilities for existing realities. Knowledge about decision-making processes is absolutely essential to the development of this competency, and opportunities to enhance understanding of these processes should be seized whenever they present themselves. The effort should begin with the ability to identify the structure and function of governance within the various groups to which an individual belongs and/or refers. Recognizing how decisions are made at home, in school, in peer groups, or at work will help develop the ability to compare, contrast, and evaluate ways individuals or groups can support or effect changes in decisions that have been made. The process should encourage students to demonstrate knowledge of the reasons for rules and laws within a society.

The ability to make judgments and decisions further involves being able to determine goals or values involved in a decision. This necessitates being able to identify the goals which are involved in a decision problem and clarifying which values are of greatest importance. Looking ahead with the recognition that actions have consequences which can ramify and accumulate is an important feature of decision making. The ability to identify the consequences of alternatives for oneself and others is enhanced through empathizing with others and recognizing their needs and interests. The ability to recognize the extent to which consequences of alternatives violate or reinforce values precedes the ability to assess the consequences of alternatives based on stated values or goals.

The quality of judgments is determined in large measure by the appropriateness of the criteria used to make them. Criteria should result from an individual's efforts to clarify the purpose for which a judgment is being made, identify personal beliefs and values relevant to the judgment problem, and identify and assess the utility of "traditional wisdom" as a source of criteria. Recognizing that people culturally different from oneself may have different standards and according legitimacy to those standards reinforces the understanding that others may apply different criteria to a problem.

Finally, the desire to help students develop the ability to make judgments and decisions requires that they be able to appraise judgments and values that are involved in a choice of action. This ability depends upon competence in identifying and weighing conflicting values which serve as contradicting criteria for judging courses of action. It is also dependent upon developing a set of criteria

for judging proposed courses of action in terms of actual and projected consequences, and applying that criteria. One should, of course, be able to select and defend a position or course of action consistent with established criteria. Using a variety of sources to collect information on the continuing relevance of criteria, and whether criteria are workable in light of changing purposes and conditions are integral to the important process of periodically reassessing the criteria used to make judgments and decisions.

COMMUNICATING AND COOPERATING WITH OTHERS

The last component to be considered here concerns helping youngsters communicate and cooperate with others. The ability to speak clearly contributes significantly to one's willingness to present viewpoints to friends, neighbors, and acquaintances. This is equally true of the ability to present viewpoints in writing to public officials, political leaders, and newspapers and magazines. The skills one must possess to participate in society and government both as an individual and as a member of a group include presenting ideas; paraphrasing what has been heard; listening and responding appropriately; soliciting clarification from others when needed; encouraging others to express themselves; recognizing divergent roles within a group; recognizing emotions and feelings operating within a group and allowing for their expression; recognizing and permitting the expression of different values, beliefs, and ideas in a group; and using conflict resolution strategies.

The ability to manage or cope with disagreement within a group is enhanced when conflict is seen as a natural and inevitable part of the human condition. It then becomes possible to identify alternative ways to manage a conflict. Opportunities to work with people of a different race, sex, culture, ethnicity, exceptionality, age, and ideology will contribute to the understanding that such diversity is also natural and inevitable. It should also help students avoid stereotypic prescriptions of others, and contribute to an educational system which is responsive to the fact that the United States is culturally diverse. The core of citizenship education involves recognizing and valuing diversity and developing positive interaction among students. Student-initiated interaction is especially important, since it relates positively to student feelings of political efficacy.

MULTICULTURAL EDUCATION

SECTION II
MULTICULTURAL EDUCATION

The human condition is becoming globalized in the sense that the social, biotic, and physical environments on which we depend and on which we impact, are becoming progressively more global in scale. The globalization of these environments is the result of the globalization of human culture. The globalization of human culture, in turn, is the product of the interaction of various socio-historical processes, including the increasing rate of cultural convergence. Cultural convergence, the process through which initially divergent cultural forms change and converge toward a more common form, has contributed significantly to the globalization of culture. This phenomenon tends also to reduce cultural differences between societies while increasing cultural differences within societies.

Educators need to become more sensitive to the need for basic reform — that is, to broaden the focus of education to include all humanity and the whole of the human experience. While schools cannot solve racial, ethnic, or socioeconomic problems, they can ensure that curricula are free from distorted statements and attitudes about those who might be considered "different." Public schools must reflect the fact that ours is a nation of racial, religious, language, and socioeconomic diversity. Differences arising from sex, age, and physical or mental exceptionalities must also be taken into account. Education must tailor the curriculum as well as the basic teaching/learning paradigm to meet the needs of a diverse community. School personnel, school boards, parents, and others who are concerned with schools must strive to understand and promote cultural diversity. Multicultural education must involve policies and practices which reflect this deeper appreciation of cultural heritage.

MULTICULTURAL EDUCATION
WHAT IT HAS BEEN AND WHAT IT MIGHT BE

The need for multicultural education first became apparent through the influence and legacy of racism in American educational policy. Multicultural education, however, must be a force which propels us into the future as well as a focus directed to past events. The scope should be broad enough to include the entire school system through teacher preparation, textbooks, methodologies, and instructional activities.

Over the years three views of multicultural education have emerged. The first two represent what multicultural education has been. The third, which is the major focus of this section, suggests what it might be. The study of ethnicity (the contributions of ethnic groups and the role of oppression and compensation), which examines historical data and analyzes sociological relationships, has served as the more narrow basis of multicultural education.A teaching strategy which

focuses upon the examination of social roles as a way to get at the intrinsic influence of culture on everyday life represents a broader view.[7] The National Council for the Accreditation of Teacher Education defines multicultural education as follows:

> ...preparation for the social, political, and economic realities individuals experience in culturally diverse and complex human encounters.

The rationale for electing to examine social roles as a teaching strategy in multicultural education is based on a desire to emphasize activities involved in teaching all disciplines to members of all groups. Multicultural education increases awareness of the need to promote learning which enables diverse populations to live in harmony. These educational practices frequently include knowledge of cultures, knowledge of significant minority groups, awareness of how specific cultures shape responses, awareness of prejudices and tolerance for individual differences, and promotion of values and strategies for conflict resolution.

Multicultural education provides learning opportunities in which all students develop the cognitive and affective knowledge and skills that will enable them to be self-determining persons. Students should begin to understand how different societal institutions and values affect individuals. The knowledge and skills necessary to function in the world must reflect an awareness of changes in the world. Personal experiences must be tempered with conscious consideration of how others experience life and see the world. Countries, cultures, and peoples' lives are intricately connected.

Multicultural education can help students avoid a distorted view of themselves, others, and society. Through open communication and knowledge of the rich experiences of people of other nationalities, races, exceptionalities and cultures, such programs can create life opportunities for all students. Cooperation promotes effective learning and helps students develop their own competencies while supporting similar growth in others. The remainder of this section will examine multicultural education in light of these considerations. This will be accomplished through the development of program goals and objectives, and the identification of subject objectives for elementary and secondary students.

PURPOSE OF MULTICULTURAL EDUCATION

The goal of multicultural education is to enable and encourage students to understand and respect individual and cultural differences and similarities. In order to accomplish this goal, it will be necessary to do the following:

MULTICULTURAL EDUCATION

1. Help students understand and appreciate the world as a multiracial, multilingual, multicultural, and multinational phenomenon.
2. Help students understand and appreciate the interdependent nature of the world.
3. Help students develop a world view.
4. Help students understand and appreciate the value of a learning or work atmosphere which is devoid of bias and discrimination.

These program objectives of multicultural education can be addressed throughout the K-12 continuum in every course by providing students learning experiences that reflect our diverse environment. The decision to use a particular teaching method or activity should be based on student ability, the nature of the content, the nature of the learning process, and the result intended. This is best illustrated through the development of subject objectives which specify compatible learning outcomes based on the program objectives. The following example in Figure 3 illustrates how this process might be structured in a course of study.

FIGURE 3

MULTICULTURAL

PROGRAM GOAL	PROGRAM OBJECTIVES	SUBJECT OBJECTIVES
To enable and encourage students to understand and respect individual and cultural differences and similarities.	• Help students understand and appreciate the interdependent nature of the world.	ELEMENTARY • Students will list similarities and differences in human beings. SECONDARY • Students will identify ways of behaving which promote interdependence and those that hinder the process of interdependence
	• Help students understand and appreciate an atmosphere in learning and work of bias and discrimination.	ELEMENTARY • Students will appreciate the need for sensitivity to to culturally different individuals • SECONDARY • Students will identify ways that differing values may conflict with society's mores and purposes.

MULTICULTURAL EDUCATION

UNDERSTAND AND APPRECIATE THE WORLD AS A MULTIFACETED PHENOMENON

If students are to understand and respect individual and cultural differences and similarities, it is imperative that they learn to view the world as a multicultural, multilingual, and multinational phenomenon through the identification and interpretation of information. This information can readily be assembled by having students identify likenesses and differences in the makeup of the class; discussing some differences among members of the class, noting particular talents and/or abilities; and identifying and discussing likenesses and differences in the ways people satisfy basic needs.

As students begin to interpret the information provided through their investigation of ethnic culture, they should be able to understand the increasing need for methods of communicating across cultures and languages. This need can be dramatized by attaching name labels to a world map, connecting a name to one or more countries from family heritage, and identifying on a world map the regions from which racial/ethnic minorities now in the United States came. Asking students to describe their taste experiences after eating a food from another culture should clarify the fact that American culture and foreign cultures have influenced each other. The reasons for the cultural differences among various geographical regions of the United States can be understood by examining the products and ethnic backgrounds of people who live in those regions.

Through identification and interpretation, students can be directed to develop their own lists of individual rights. In doing this, a framework might be established by listing the rights of children as identified in the United Nations Declaration of the Rights of the Child. Competency in understanding the world as a multinational phenomenon can be demonstrated through the design and construction of a sign or poster that can be understood any place in the world. Through this process students should be able to understand the effects of transmitting ideas across cultures. The media is a powerful dispenser of concepts and ideas. Analyzing television programs, cartoons, and advertisements involves the understanding of cultural stereotypes, images, and bias. It reinforces the increasing need for methods of communicating across cultures and languages.

If students are to be prepared for life in a nation and world characterized by widespread cultural diversity, they must learn to perceive and identify likenesses and differences in countries, cultures, and heritages. Beginning at the elementary level and progressing through secondary education, students can identify likenesses and differences in their peers, noting particular talents and/or abilities. They can then progress to the world map and take note of heritages, bilingual advantages, and differences in the ways people satisfy basic needs.

MULTICULTURAL EDUCATION

UNDERSTAND THE INTERDEPENDENT NATURE OF THE WORLD

By viewing multicultural and global education as a positive merger, a more powerful concept emerges. Through a curriculum that provides for awareness of interdependence and the adaptation interdependence implies, one comes to recognize the interdependent nature of the world. The ability to recognize similarities and differences in human beings is critical to discussing the implications for equalizing educational, economic, political, and social opportunities. Listing similarities and differences in human beings and discussing how these similarities and differences relate to the equalization of educational, economic, political and social opportunities will help students evaluate data concerning the contributions of various racial and ethnic groups to the development of the United States.

Active student participation will depend, in part, on students' capacity to identify and synthesize data. For example, students might be asked to interview teachers, parents, and/or neighbors to determine any cultural factors that may have influenced their occupational choices. Other data analyses might concern contributions by various racial and ethnic groups to the development of the United States. Additional techniques, such as investigating how multinational corporations influence the lives of people around the world, can be encouraged as students progress with data collection.

A clear understanding of the meanings of interdependence, independence, and dependence will give students the ability to identify behaviors that influence the process of interdependence. Each student should examine his/her own cultural roles and values. In this regard, the legal and social rights of women and/or the handicapped might be investigated or an analysis undertaken of the importance of black contributions to the nation's early history.

DEVELOP A WORLD VIEW

The ability to understand and to live in harmony with people who are different may promote a world united by common goals and concerns for all people and nations. Survival may rest on the ability to educate students to understand themselves as individuals and as members of the human species. In order to be successful in these efforts, students should learn how to promote harmony within diversity. In part, this can be accomplished if students are asked to take a controversial issue and listen to what other students, community members, and the media think about it. Thereafter, students can carefully examine the points of view presented.

Students might become aware of the many connections between themselves and classmates if they examine how members of the class are connected to other parts of the world in a variety of ways. Students can demonstrate an understanding of the interdependent nature of the world through the development of a positive world view. This involves recognizing the qualities and characteristics of the world as influenced by advances in communication and transportation technologies. These have caused an increase in global interdependence.

Students' perception of change patterns can be further enhanced through speculation about possible future changes in transport systems and how those changes might affect people throughout the world. This may strengthen the development of a world view that recognizes interdependence among cultures and the necessity for all peoples to behave as participants in a global society. Finally, students need to acquire the competencies necessary to live intelligently and responsibly as members of a global society.

APPRECIATE A BIAS-FREE ATMOSPHERE IN LEARNING AND WORK

Students should understand and appreciate the value of an atmosphere in learning and work which is devoid of bias and discrimination. The different cultural elements in our society are not likely to vanish, and cultural diversity should be regarded as a strength. Treating all individuals as if they were alike would mean ignoring individual and group differences that must be recognized if better intergroup understanding is to result. Students should realize that by listing the different cultural backgrounds and experiences that guide individual behavior, attitudes and mannerisms, a greater appreciation of those differences and similarities can be attained.

It is important that students be able to identify individuals who often must function and be accepted in two cultures. Sharing a learning process with students whereby they learn about themselves and each other will promote a greater understanding of humankind. Each individual should come to understand that he/she is as valuable and as special as anyone else. Practice in listening to each other, working in groups, and using cooperative skills is extremely important. These skills are applicable to many life situations, and they enhance the ability to respond sensitively to culturally different individuals.

Essential to successful group work is teaching students to identify and share feelings and to give each other feedback. These activities should not exclude nonverbal communication, which includes behavior and gestures that if not understood or clarified can create cultural misunderstandings. Students can begin to think about experiences in which inequality or discrimination has affected them and begin to share these experiences within groups. Students should

MULTICULTURAL EDUCATION

understand and experience ways in which they are similar to and connected with other people.

As students begin to recognize the world of work and future careers, processing data on discrimination, bias, and stereotyping becomes extremely important. The investigation of options should be a part of classroom activities. Describing the world of work, access to jobs, and the values placed on jobs becomes increasingly important. Personal and institutional discrimination can be explored by using the media and the community and by reviewing with students how their environment has affected them. Progressing another step, students can analyze how institutional bias and stereotyping often inhibit awareness of individual needs and reinforce a process of conformity.

Attitudes, values, and behaviors are fundamental to many experiences. Students can explore ways in which all people are hurt by prejudice, and they can identify ways in which culturally different individuals are often faced with preconceived biases and stereotypes. It may be useful for students to simulate an experience in another culture and thereafter describe the scope and importance of learning and working with people from different cultures. After students understand how values influence the conduct of an individual's life, activities can be arranged to clarify how individual and group values can affect change.

HUMAN RELATIONS EDUCATION

SECTION III
HUMAN RELATIONS EDUCATION

Education for democratic citizenship must reflect the unity and diversity of humanity as well as the interdependence of nations and people. Today's society is complex and rapidly changing. Interdependence is not a cyclical or seasonal phenomenon, but rather, as Robert Leestma suggests, "a pervasive reality that is increasingly becoming a central fact of...existence and clearly the shape of the foreseeable future." Students need to be prepared to function as effectively as possible in this environment. Such preparation involves the ability to understand the community, nation, and world as interdependent entities made up of individuals who, while exhibiting various differences (physical and cultural), share the qualities of humanness and the physical environment.

It has been argued that the times require democratic citizens whose participation in societal affairs will be more effective to the extent that they possess the three fundamental perspectives discussed in this document. The discussion in Section I focused on the first perspective which involves competent participation in and an ongoing critique of economic, political, and social processes. Section II examined the second perspective which involves a disciplined respect for human differences and the realization that this diversity is good. In this section, the discussion will focus upon the third perspective which involves the competencies individuals bring to the exercise of personal and interpersonal relationships. For both educators and students, getting to know and communicate with people from other cultures at home and abroad is of fundamental importance for personal growth as well as for the survival and progress of humankind.

HUMAN RELATIONS EDUCATION: WHAT IT HAS BEEN AND WHAT IT MIGHT BE

While the increasing interdependence of humankind did not become suddenly obvious, schools only recently have made the globalization of human society a topic for study. The perspective itself grew out of earlier efforts rooted in the reform movement of the 1960s and 70s. This movement led to black studies/history, women's studies, multicultural education, and human relations education. Over time, it became obvious that none of these "topics" was broad enough conceptually to encompass the increasing number of attributes which were being attached to them. At the same time, international events caused people to realize that natural resources are not unlimited. People also began to question the ability of government/society to exercise control over the supply of those resources.

HUMAN RELATIONS EDUCATION

It became increasingly obvious that events occurring virtually anywhere on earth had the potential to impact not only on the country as a whole but also on the personal lives of individual people. The combination of these two factors—dissatisfaction with narrowly defined efforts to address ethnocentrism and the ill effects of international events—set the stage for more serious thinking about how best to respond educationally. The impact at the school level, however, remained minimal until events generated by social upheaval across the globe brought the realities of our own pluralistic society into the classroom.

What has served as human relations in an educational sense is primarily a focus upon interpersonal relations. To be sure, interpersonal relations are important and certainly ought to constitute a major component of any human relations education program. To suggest, however, that human relations and interpersonal relations are synonomous is to overlook important characteristics of human relations education. The scale of sociability has been expanded beyond the boundaries of traditional human groups to encompass the whole of humankind. This change in the character of human relations is an historic fact. We may acknowledge or ignore the situation; we may embrace it enthusiastically or admit it reluctantly; we may see it as a promise or as a threat. All of these responses are possible. What is not possible is to escape the fact itself.

While the character of human relations is a constant, the quality displayed in its exercise is a variable. One can be better or worse in the exercise of human relations. The quality depends upon the competencies individuals bring to the exercise of human relations. A set of basic competencies that contribute to the making of good human relations can be identified within the context of such diverse groups as families, schools, workplaces, communities, the nation, and the world. These basic competencies include a self-conscious awareness of one's membership in a group coupled with a set of cognitive, emotional, and social skills that allow and encourage individuals to demonstrate the merit of living humanely. The remainder of this section will focus upon those program goals, objectives, and subject objectives which constitute a human relations perspective essential for democratic citizenship.

PURPOSE OF HUMAN RELATIONS EDUCATION

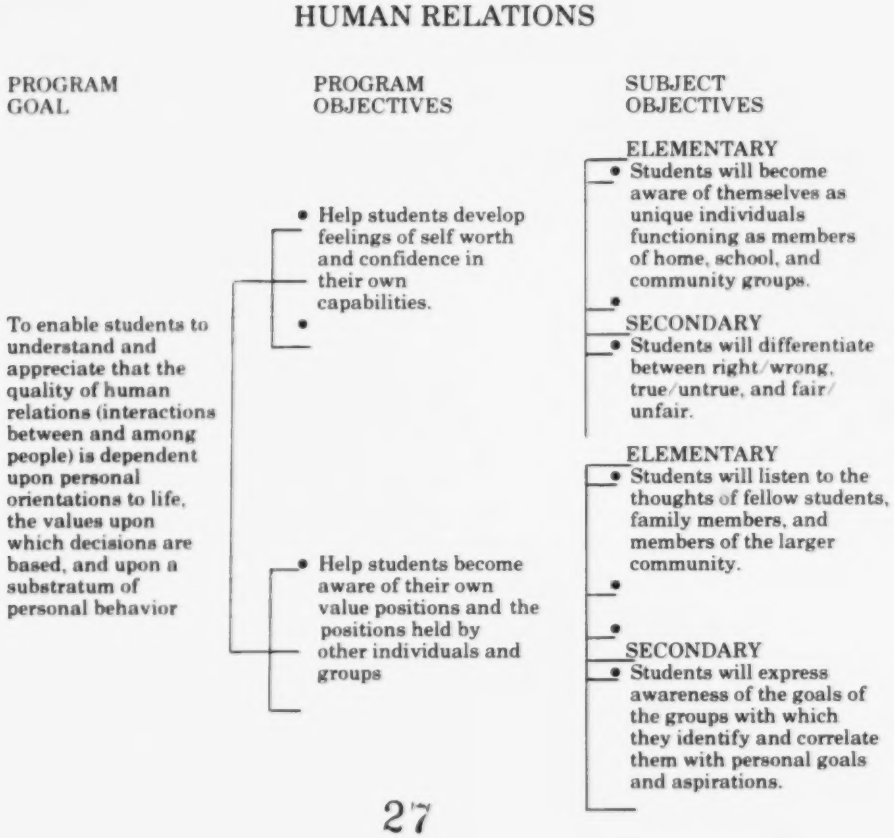
The goal of human relations education is to enable students to understand and appreciate that the quality of interactions between and among people is dependent upon personal orientations to life, the values upon which decisions are based, and a substratum of personal behavior. In order to accomplish this goal, it will be necessary to do the following:

HUMAN RELATIONS EDUCATION

1. Help students develop feelings of self-worth and confidence in their own capabilities.
2. Help students develop an appreciation of and a concern for all living things.
3. Help students become aware of their own value positions and the positions held by other individuals and groups.
4. Help students understand and appreciate the rights, privileges, and duties of citizens in a democratic society.

Through the development of subject objectives, which indicate the desired learning outcomes for a given grade level or specific subject, these broad human relations objectives can be addressed throughout the K-12 continuum in new and increasingly complex ways. The progression of subject objectives from the program goal and program objectives might be developed as suggested in PROCESS MODEL FOR COURSE OF STUDY. That process is illustrated in Figure 4:

FIGURE 4


HUMAN RELATIONS
PROGRAM GOAL
PROGRAM OBJECTIVES
SUBJECT OBJECTIVES
To enable students to understand and appreciate that the quality of human relations (interactions between and among people) is dependent upon personal orientations to life, the values upon which decisions are based, and upon a substratum of personal behavior
• Help students develop feelings of self worth and confidence in their own capabilities.
• Help students become aware of their own value positions and the positions held by other individuals and groups
ELEMENTARY
• Students will become aware of themselves as unique individuals functioning as members of home, school, and community groups.
SECONDARY
• Students will differentiate between right/wrong, true/untrue, and fair/unfair.
ELEMENTARY
• Students will listen to the thoughts of fellow students, family members, and members of the larger community.
SECONDARY
• Students will express awareness of the goals of the groups with which they identify and correlate them with personal goals and aspirations.

HUMAN RELATIONS EDUCATION

DEVELOPING FEELINGS OF SELF-WORTH AND CONFIDENCE

Feelings of self-worth and confidence are essential to the development of a positive orientation to life. A major objective of human relations education is to foster such feelings and confidence. At appropriate grade levels, students can begin to become aware of themselves as unique individuals functioning as members of home, school, and community groups. Feelings of self-worth and confidence are promoted further, through the individual's development of a positive self-concept which includes an awareness of his or her own values and a consideration of what is prized and cherished. The ability to differentiate between right and wrong, true and untrue, and fair and unfair, is also important to the process of developing feelings of self-worth and confidence in students.

Other subject objectives which can help students develop these specified attitudes include a demonstrated ability to identify criteria for judging individual actions and a demonstrated respect for one's own heritage and background and for the heritage and background of others. Students can be provided with opportunities to examine the degree to which they can act, behave, and live in accordance with their choices. They should be asked to identify personal values in the context of family and peer values. Finally, the development of feelings of self-worth and confidence should proceed within a context that allows students to seek out individual goals without infringing on the rights of others.

APPRECIATION AND CONCERN FOR ALL LIVING THINGS

The capacity to understand the idea of accountability for one's actions in family, school, and community situations is essential to an appreciation of and a concern for all living things. Such appreciation and concern also require the development of those human relations skills necessary to communicating with people who have a variety of physical and/or intellectual characteristics. Positive interactions with individuals of different races, cultures, religions, ages, or handicapping conditions can be fostered through formal and informal school programs. Providing ample opportunity for such interaction is a major responsibility of schools.

Other human relations skills necessary for communicating a heightened appreciation and concern for life can also be identified. The ability and willingness to ask for clarification and elaboration of others' ideas is as important as being able to clarify and elaborate one's own ideas. Equally important is the capacity to demonstrate understanding of others' viewpoints and feelings. Other subject objectives which reflect the larger program objective include the ability to provide emotional and intellectual support for others, the ability to encourage others to express their feelings and opinions, and the ability to accept the humane behavior of others who are acting in compliance with their value systems.

Students who have an appreciation of and a concern for all living things will be able to express awareness of the physical conditions of human beings in a variety of ways. Youngsters should be able to describe the physical condition of various people and then be able to discuss the physical, intellectual, and social conditions of human beings. Older students might be asked to list and discuss ways that society can help improve the condition of human beings. They also could suggest ways individuals can personally and practically help improve the conditions of human beings.

Finally, achievement of this objective requires that students demonstrate a commitment to individual and group rights and act in support of equal opportunity. In order to accomplish this, students might be asked to demonstrate respect for the basic freedoms of other people. They might be asked further to demonstrate respect for the moral and legal rights of other people, and to indicate why such respect is important. They should be expected to act in support of the laws of society while working individually and/or with others to remove economic, educational, legal, and social obstacles to the full development of individuals and groups. Individuals who have developed a heightened appreciation of and concern for human life will demonstrate a willingness to act in support of open and equal opportunity.

AWARENESS OF VALUE POSITIONS

Giving students the ability to understand and appreciate that the quality of interactions between and among people is dependent upon personal orientations to life, the values upon which decisions are based, and a substratum of personal behavior has been identified as the goal of human relations education. In order to achieve this end, students must be encouraged and provided with opportunities to become aware of their own value positions and the positions held by other individuals and groups. In part, this can be accomplished if, at appropriate grade levels, students are asked to listen to the thoughts of fellow students, family members, and other members of the larger community.

HUMAN RELATIONS EDUCATION

Students can gain an awareness of various value positions by becoming acquainted with the characteristics that give one identity. This involves recognition of the characteristics of the individuals, groups, institutions, and associations with which one identifies. It also involves noting the similarities and differences between one's own characteristics and those of reference groups, institutions, and associations. One must, of course, be able to express awareness of personal goals and aspirations and correlate them with the goals of the various groups to which one belongs or refers. Undergirding all of these processes is the assumption that individuals will develop the capacity and willingness to explore and examine personal value positions in order to foresee probable consequences of acting upon such positions.

DUTIES, PRIVILEGES, AND RIGHTS

The ability to appreciate, recognize, and understand the duties, privileges, and rights of citizens in a democratic society is integral to the quality of human relations. At appropriate grade levels students should be asked to demonstrate the ability to share responsibility in group work, and to accept personal leadership in group decisions. Youngsters need to recognize the importance of their own worth while accepting the necessity for restraints on personal behavior. If we are to help youngsters grasp the interrelationship of freedom (with inherent rights and privileges) and responsibility (with equally inherent duties), we must ask them to demonstrate respect for the rights and property of others—in class and in the larger community and to accept responsibility for personal actions.

Belief in the personal rights of each individual should be accepted and demonstrated. The rules and processes by which social and political decisions are reached in a democratic society must be known and used while a healthy respect for authority in society is maintained. It is important that youngsters develop and demonstrate respect for the welfare of others, and that they accept some degree of personal responsibility for the effective operation of any group with which they are associated. This flows from an emerging awareness of the need and value of working with others to solve problems and accepting the contributions of others working together in groups. Every opportunity should be taken to help students understand and use the processes of rational decision making. Indeed, youngsters should be asked to demonstrate the ability to select rational processes in problem-solving situations.

Students should come to acknowledge the importance of questioning and evaluating their personal viewpoints, and demonstrate the ability to make changes in light of additional information. The willingness to question and examine conflicting viewpoints in order to form personal opinions is highly desirable. Moreover, it is a prerequisite to developing the ability to explain similarities and differences between the fundamental beliefs which undergird our own nation and those which are predominant in other societies.

Schools have a major responsibility to help youngsters develop a reasoned commitment to the principles and values which sustain democratic society. These include accepting the rights and responsibilities of democratic citizenship, respecting and supporting the role and function of law, respecting and supporting the role and function of responsible dissent, participating in the making of rules for classroom and school, and respecting the right of all to present different points of view in the classroom.

It is equally important that schools help youngsters develop the attitudes necessary for participation in a democratic society, both as individuals and as group members. Responsibilities that people have to their communities should be recognized. Opportunities to exhibit characteristics of good leadership should be taken by school personnel and extended to youngsters. Students should be encouraged to identify inequities and/or injustices in classroom or peer group activities. Ethical and lawful behavior should be recognized and encouraged. Participation in class and school elections and governance should be promoted in order to amplify the fact that individual civic action is important.

INSTRUCTIONAL ACTIVITIES

SECTION IV
INSTRUCTIONAL ACTIVITIES

Preparing students to live effectively and responsibly in their communities, their nation, and the world is a critically important function of education. This task becomes more difficult each year as new developments in science and technology yield an ever-expanding profusion of data and problems at the same time that new developments in communication and transportation are causing the world to shrink. Most educators agree that children should be introduced to the perspectives addressed in this monograph as early as possible—certainly before the onset of puberty, when ethnocentrism and stereotypical thinking tend to increase dramatically. This section is included to provide teachers with ideas and strategies that could be appropriately and effectively used with their students.

The first part of this section includes instructional activities which are categorized as ELEMENTARY or SECONDARY. These activities involve some relationship to citizenship, multicultural, or human relations education, but they are not limited to any one of these areas. This is done consciously, so that teachers will feel free to use any of the activities in a way calculated to achieve the subject objectives suggested in Sections I, II, and III. Schoolchildren are blessed with a curiosity about themselves and the world. They are at an age when their sense of inquiry and discovery should be fostered and encouraged. In order to make sense of the world and their place in it, students can be provided with activities that will enable them to examine themselves, their families, and their communities. As they progress, they can go on to examine their state, their nation, and finally, the world. The activities in this section are designed to help children examine the world through the perspectives which are the subject of this monograph.

The last part of the section includes other instructional activities categorized to reflect the twelve program objectives which are used to organize Sections I, II, and III. There are many reasons for introducing citizenship, multicultural, and human relations education in schools at all age levels. One of the most successful approaches to reaching students is through student-centered, concrete, hands-on activities. When students are involved with their own learning processes, they not only gain valuable new information and basic skills, they also participate in relationships with teachers and other students which help formulate and enhance their self-concepts and their knowledge of the nature of the world in which they live.

INSTRUCTIONAL ACTIVITIES

PART I: INSTRUCTIONAL ACTIVITIES FOR ELEMENTARY AND SECONDARY STUDENTS

ELEMENTARY

WHO'S HERE?

Have each child make a self-portrait (a cutout) and print his/her name on it. Punch a hole in the top of it with a paper punch.

Arrange cup hooks on a bulletin board. The first thing each morning, ask each child to choose his/her portrait from the pile on a table and hang it up on a cup hook. The class can tell who is absent by the leftover pictures. (Teacher should double-check, of course.) The children soon learn the names of other students and learn how to read the names.

The following books will help generate discussions about the feelings, experiences, and problems that children encounter in and out of school.

Keats, Ezra Jack. *A Letter to Amy.* New York: Harper & Row, 1968.

Krasilovsky, Phyllis. *The Shy Little Girl.* Boston: Houghton Mifflin, 1970.

WHAT IS IT?

Have available enough apples and oranges so that each child can have a small piece. Put an apple and an orange on the table.

Visual. What are these?

(Accept all answers. Fruit—categorization)

Similarities. How are they alike? (Both have skin, both are round, both may have seeds, etc.)

Differences. How are they different? (Different color, somewhat different shape, one has a stem, the other does not.)

Feel. One is smooth, the other is not as smooth.

Smell. Describe the difference.

Taste. Describe how each tastes.

Note: While cutting the apples, talk about halves, quarters, eighths, and sharing.

GET CAUGHT—BEING GOOD

Fasten a large net on the wall. Cut out a big fish about two feet long and laminate it. Draw a cartoon-type word balloon with the words "Get caught being good!" and draw bubbles going from the fish's mouth to the words.

Draw a large fish basket with rows of small fish in it. These can be different colors for different classes. When a child's behavior warrants it (according to your criteria), write his/her name on one of the small fish.

Variations: Have a huge spider web and a large spider hanging close to it with the words "Get caught in the spider web. Let everyone know you're doing great!" Add names to white spaces on the web as children's behavior merits it.

On special holidays, put a felt decoration depicting the holiday on the bulletin board, cut out various shapes, and decorate the bulletin board whenever a child's efforts are recognized. Pictures of the children can be added to these decorations. Examples: (1) Cut out two star shapes and a square to frame the child's picture. Glue the pieces together and place the decoration on a felt tree. (2) Cut out two jack-o-lanterns and cut a small square cut out of one to hold the child's picture.

MY SPACE

For spatial awareness, have numerous boxes of various sizes in the classroom so that children get a feel for the space their bodies occupy.

Have several small boxes that a child can sit in with legs hanging out; place several boxes in a row for train cars that a child's whole body barely fits in; and have huge boxes that the students can crawl through, lie in to be alone, or stand up in and bump their heads without being hurt. Cut crawl holes in various shapes and sizes. If some of the holes are rather small, the child must manipulate arms, shoulders, and head in various ways to succeed in getting in or out. Thus body awareness is emphasized. Space words can be used in all these activities: "in," through," "out," "over," "under," etc. Make an obstacle course, using various sizes of boxes, ropes, tables (to go under), etc.

SCHOOL CLEANUP

Have students conduct a survey of the school yard for signs of students' neglect. Have them brainstorm ways for improving the appearance of the grounds. Let the class plan a cleanup campaign for the school and make posters to promote the cause.

MAP OF SCHOOL BUILDING

Take your class on a tour of the building, noting special places such as the principal's office, secretary's desk, cafeteria, restrooms, and the door the children use at recess time.

When you are back in your room, draw a large map of your building and let the children help you label the places correctly.

INSTRUCTIONAL ACTIVITIES

RELATING RESPONSIBILITIES

At the beginning of school have a discussion about what the word "responsibilities" means. Then ask the students to tell about some of their responsibilities at home. List these in one or two words on the chalkboard under the heading "My Responsibilities at Home." From this discussion, lead them into thinking about how responsibilities at school might be alike or different from those they have at home. List these under the heading "My Responsibilities at School."

Later, some of these suggestions might be listed as classroom rules.

COMMUNICATION HELPS TO SOLVE PROBLEMS

Before class starts, construct a complex building with blocks. When students arrive, divide the class into groups of four or five. Ask each group to build a building exactly like the one you made. Tell some groups that they may talk to each other while building, and tell other groups that they may not talk. After the groups have finished their duplicates of your building, talk with the children about the experience. What things helped them to do the job? Was it easier to work together in the groups that talked or the groups that were quiet? What things did they talk about that helped them construct the building? Why was it harder to work together without talking to each other?

ALL ABOUT ME

Children have their own bulletin board to display things about themselves. They bring many pictures of their family, pets, or family vacations. They display their drawings and bring their favorite stuffed animals. They cut out pictures of their favorite foods and favorite sports to add to the display. Each child will have two weeks during the school year for his/her display, "All About Me."

STUDENT OF THE WEEK

Each student in the class draws a picture of the child of the week. Each child then writes a creative story on what he/she likes about the child selected. In the center of the bulletin board, place the best-drawn picture of the child selected. Each day for one week, display a different story written by the children so that each child's story is on the bulletin board at some time.

INSTRUCTIONAL ACTIVITIES

IS THAT ME?

Before you have open house, trace on paper around each child's body. Let the child draw features and color hair and clothes. Have the child cut out two of the shapes and then have a classmate color in the back shape—hair and clothes—after looking at the child from behind. Place the two shapes back to back and staple at intervals around the outer edge, leaving sufficient room to allow the child to stuff the "doll" with waste paper. On open house night place the child's "other me" in the correct chair.

COMMUNICATION DISORDERS: HEARING IMPAIRMENT

A television will be played with the volume adjusted to a normal level, so that all of the children can hear. The students will be instructed to listen to the speaking voice and to raise their hands when it becomes difficult to hear. The volume of the television will be lowered gradually until there is no sound. After viewing the program for a few minutes, the following discussion might take place:

How did you feel when the sound became difficult to hear? impossible to hear? What would it be like to never hear things clearly or never hear most things at all?

Who can tell what the program was about by watching, but not listening? What did you do to try to understand what was being said?

HOSPITAL TOUR

Arrange a visit to a hospital in your community. Ask a nurse to show the children the equipment used to take care of children in the hospital. If a doctor would visit with the class, show the children a stethoscope and let them listen to their own heartbeat. The tour will help allay many childhood fears of going to the hospital.

MURAL ON COMMUNITY HELPERS

Discuss our community helpers—police officers, firefighters, school librarian, baker, and grocery personnel. Show a filmstrip about community helpers, then have each child choose a community helper and write a short description: "My community helper is _____. My helper helps by _____." Put the description on a 3" x 5" card, then cut out or draw a figure to represent this community helper and glue the picture onto a mural. The figure may also be drawn directly on the mural. You might also plan a visit to a community helper's workplace such as a children's hospital, fire station, police station, library, etc.

INSTRUCTIONAL ACTIVITIES

I LIKE YOU BECAUSE

As soon as your students are acquainted with each other, start this activity. At first it works better in small groups. Have all the students' names on slips of paper in a box. Draw a name and let each child in the group say, "I like _____ because _____." As this activity continues, the items shared will grow from the tangible "blue dress" to sentences such as "She helps me with my math" or "He plays with me."

A follow-up to this can be a special bulletin board entitled "I Caught You." When you or another teacher observe a special act of friendship or kindness, a folded paper is placed on the bulletin board with the child's name showing on the outside and the observed behavior on the inside. Rather spontaneously, the students will start participating. Accept these observations and try to have each of your students' names on the board before you change to another activity.

DIFFERENCES

After studying some ways people performed certain jobs in earlier times, take a small group of students to a senior citizen home and have them interview some older people. Tape the interviews to share with others at a later date. With a little instruction and role playing before the real interview, the students will do a very good job.

THEN AND NOW

Develop the concept of then and now by asking the students questions about events in school yesterday, a week ago, a month ago, a year ago, and today.

KEEPING RULES

Discuss rules the students might have to follow at home. Draw a picture representing one of the rules for making a child's booklet. In the next session, talk about rules at school, why they are necessary, and the friends who help children obey rules. Draw the second picture representing a school rule. In the third discussion, talk about rules of the city, the importance of obeying those rules, and the friends who help us follow those rules.

INSTRUCTIONAL ACTIVITIES

PROUD OF MY NEIGHBORHOOD

Start a discussion by looking around the classroom and having the students discuss how it might be more attractive and more efficient. Then discuss homes and yards and things we do to keep them efficient and nice looking. Ask students to think of something in the neighborhood that, if improved, would make them proud of the area (weedy lots, abandoned cars, trash along the road, etc.). Ask questions such as the following: What can be done about it? Who could be contacted to help? Is there anything we can do ourselves? What community helpers might be willing to help? If possible, do some follow-up phone calls if there is a legitimate problem.

INTERDEPENDENCE

Have students keep a record for a week of the foods, toys, or other things used in their home that came from another country. This helps children understand the interdependence of the people of the world.

SELF-PROMOTION

Have students construct a billboard to sell themselves. Have them list their good qualities and things of which they are proud. Ask students to draw or cut out pictures illustrating these qualities and add the pictures to the billboard. As a follow-up activity, ask students, "How would you compare this assignment to applying for a job?"

TALKING ABOUT NAMES

A topic of interest to every student is his/her own name. Taking a closer look at names opens up studies related to the social sciences of history and geography. It could also be an introduction to a study of genealogy. Studying names offers a perfect opportunity to note cultural differences in names and the characteristics of names from various languages and nationalities.

Activities related to names and naming practices require students to use language arts skills as they listen, talk, read, and write about the topics suggested here.

Students' Names

Begin by having your students talk about their own first names. In small groups, they can tell the story of how they got their name, whether they have any nicknames, and how they feel about their name. This topic might also be suggested as a writing activity; it would be a good topic for journal writing.

INSTRUCTIONAL ACTIVITIES

A follow-up writing activity could focus on telling stories about a character who did not like his/her name. Students might explain why the character (animal or human) disliked the name and what happened. Was the name changed or did the character's attitude toward the name change?

*Names in Other Languages**

Have the students use the activity sheet as they compare names in English with their foreign counterparts. The name "John," for example, is found in almost every language, but the form changes considerably:

John	(English)
Ivan	(Russian)
Jannis	(Greek)
Juan	(Spanish)
Evan	(Welsh)
Hans	(German)
Johan	(Norwegian)
Yohanna	(Arabic)
Ian	(Scotch)
Iban	(Basque)
Jean	(French)
Sean, Shane	(Irish)
Giovanni	(Italian)
Jan	(Holland)
Johannes	(German)

*For more information about names, refer to MULTICULTURAL TEACHING: A HANDBOOK OF ACTIVITIES, INFORMATION, AND RESOURCES, new edition, by Pamela Tiedt and Iris Tiedt (Boston: Allyn & Bacon, Inc., 1979).

MULTICULTURAL EDUCATION ACTIVITY SHEET*

NAME _____ DATE_____

NAMES AROUND THE WORLD

Often the same name is used in other languages, but it is written in different forms. Here are some examples:

Carl	(English)	Carlos	(Spanish)
John	(English)	Ian	(Scotch)
William	(English)	Guillermo	(Italian)

INSTRUCTIONAL ACTIVITIES

List familiar English names in the first column. See how many different forms of these names you can find in other languages. You might even find some in your own classroom!

ENGLISH NAMES	SPANISH	FRENCH	OTHERS*

*From ELEMENTARY TEACHER'S IDEAS AND MATERIALS WORKSHOP. 1981 by Crown Street Publishers. Permission is granted to reproduce for classroom use only.

Using names from the above lists, write a dialogue in which three or four characters are speaking. The conversation might be about their names and families.

PINPOINT

On poster board graph a two-foot circle and draw a map of the Western or Eastern Hemisphere. Use crayons to color the countries. After the map is laminated, the colors will blend well. Mark lines of longitude and latitude on the map, labeling each in degrees.

On one sheet prepare a numbered list of coordinates for places shown on your map, such as 20° N, 30° W. On a self-check sheet list the corresponding numbered place names. Laminate each sheet and place a numbered push pin beside each listed coordinate. Display the map and list of coordinates on the bulletin board.

Have a student place the numbered pin for a coordinate at the corresponding point on the map. After all the pins have been placed, have the student use the self-check sheet to determine whether the pins were correctly placed. Then have the student replace the pins beside the listed coordinates.

Note: Any material that includes coordinates or plotting charts would enhance the activity.

INSTRUCTIONAL ACTIVITIES

Pinpoint these areas on the map, then check your pinpoints by matching the countries to which they correspond.

Coordinates	Self-Check Answers
1. 20° N, 160° W	1. Hawaii
2. 20° N, 100° W	2. Mexico
3. 20° S, 65° W	3. Bolivia
4. 0° , 70° W	4. Colombia
5. 40° N, 110° W	5. U.S.A.
6. 80° N, 50° W	6. Greenland
7. 60° N, 110° W	7. Canada
8. 0° , 75° W	8. Ecuador
9. 20° S, 180°	9. Fiji
10. 20° S, 50° W	10. Brazil
11. 20° N, 170° W	11. West Indies
12. 60° N, 170° E	12. U.S.S.R.
13. 80° S, 90° E	13. Antarctica
14. 10° N, 80° W	14. Panama
15. 40° S, 170° E	15. New Zealand

MYTHICAL NATION

Create an imaginary nation of your ideas. Complete the following:

1. Design a map showing the shape and general landforms of your nation (rivers, mountains, etc.).
2. Design a national flag for your nation.
3. Give your mythical nation an official name.
4. Write a brief history of your nation, describing its discovery, famous people, important events, and national holidays.

COUNTRY POETRY

Have the students read a poem about a country and illustrate it.

AROUND THE WORLD WITH BOOKS

Make a bibliography of books about various parts of the world. Have the students design a small cardboard map marker that depicts some form of transportation and write their name on it. As each student finishes reading a book, a report is written and the prepared map marker is placed on a world map. A game can be played in which the first student to complete a specified number of books wins an award. A chart can be made with names of students and names of countries for a record of how many books each student has read about other countries.

INSTRUCTIONAL ACTIVITIES

STUDENT	GREECE	ENGLAND	ITALY	MEXICO
Mary	X	X	XX	
John		X		XX

CHILDREN'S BOOKS

Read and discuss children's books about handicapping conditions and handicapped persons.

SECONDARY

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups determine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

FUTURE WORLD

On a duplicating master or a large sheet of butcher paper, draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into groups and assign each group one of the countries. The group decides on a name for its country, the location and names of five cities and towns, and the names of the geographical features in the country. The group which has the source of a river in its country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for its country for the year 2100.

INSTRUCTIONAL ACTIVITIES

INTERNATIONAL SHOPPERS' MART

Divide the class into small groups. Provide old magazines and poster board for each group. Instruct students to make a collage of products from foreign countries. Each group will present its collage to the class, asking questions about the country from which the products are imported. Sample questions follow:

1. A brand of camera popular in the United States is _____. Where did it come from?
2. What small Japanese car was found on the collage?
3. What British car appeared on the collage?
4. What famous chocolate bar did you find on the collage and where did the cocoa beans come from?
5. What television set did you see on the collage? What country produced it?

INTERDEPENDENCY BETWEEN COUNTRIES

This activity is designed to acquaint students with the meaning of the term "interdependency" and aid them in gaining an understanding of the term. After the game, the teacher should emphasize that although countries may specialize in manufacturing certain products and often compete with other countries, they are all dependent upon one another for resources and for successful trade.

Interdependency Game

I. Materials
   - A. Four colors of 9" x 12" construction paper with the following distribution: blue - 10 pieces, red - 5 pieces, yellow - 2 pieces, white - 1 piece
   - B. Four pairs of scissors
   - C. Four rulers
   - D. Thee red crayons and two blue crayons
   - E. $1,000 in play money

II. Procedure
   - A. Divide the class into five groups.
     1. Two large groups, each representing a large country
     2. Three small groups, each representing a small country
     3. Group sizes may vary according to class size.
   - B. Some students may be used as quality control officials who evaluate the products made and record which countries have completed each product.

INSTRUCTIONAL ACTIVITIES

C. Distribute materials carefully.
   1. One large group receives: 5 pieces of blue paper, 2 pieces of red paper, 1 pair of scissors, 1 red crayon, $200.
   2. Second large group receives: 2 pieces of blue paper, 1 piece of red paper, 1 pair of scissors, 1 ruler, $300.
   3. One small group receives: 1 piece of blue paper, 1 piece of yellow paper, 1 ruler, 1 red crayon, $200.
   4. Second small group receives: 2 pieces of blue paper, 1 pair of scissors, 2 rulers, 1 blue crayon, $200.
   5. Third small group receives: 2 pieces of red paper, 1 piece of yellow paper, 1 piece of white paper, 1 pair of scissors, 1 red crayon, 1 blue crayon, $100.

D. Explain that each group represents a different country with correspondingly different resources.
   1. Each "country" is to "manufacture" certain specified products in order to exist successfully in an economically competitive society. No country has all the resources necessary to complete all the products itself.
   2. The list of products to be made may be repeated only if the country has completed the entire list the first time. (The products do not have to be made in any certain order.)

E. Write this list of required products on the overhead projector or chalkboard:
   1. 3″ red square
   2. blue right triangle
   3. yellow rectangle
   4. white trapezoid
   5. 3″ red line on blue rectangle 4″ x 5″
   6. circle drawn by blue crayon 3″ in diameter on red square 4″ x 4″
   7. red line 2″ long on 2″ white square
   8. blue triangle 3″ on each side
   9. yellow circle 1″ in diameter
   10. accumulate as much money as possible

F. Bargaining must be restricted.
   1. All trades or sales are final.
   2. No lending may occur.
   3. Each country should appoint one bargaining agent to do business with the other countries and one agent to get completed products checked.

INSTRUCTIONAL ACTIVITIES

III. Evaluation

A. Which group "won"?

B. Which group(s) had the advantage?

1. What advantages did the larger groups have?
2. What advantages did the smaller groups have?

C. What were the rare resources?

D. What were the common resources?

E. Could any country have manufactured all the items by itself?

1. Why?

F. Make a general statement about the availability of resources and the manufacturing of products in various countries. (Countries are dependent on other countries for resources as well as manufactured goods.)

IMPRESSIONS

Have students answer the following questions in a one-page paper: How do you analyze new instructors at the beginning of a term? On what do you base your impressions? How do your impressions affect how you behave toward each instructor? Have you ever changed your mind after getting the "wrong impression" about someone?

ATTITUDES

Cross-sectional studies are one of the ways in which developmental psychologists study the process of aging. This is a cross-sectional study dealing with attitudes. Have students select two people from each of the following three catagories: (a) their peers; (b) people who are their parents' age; (c) people who are their grandparents' age. Students should present the terms listed below to the people they have selected. These people should then be instructed to assign an age to each term. Ask students whether they see any consistent shifts in response patterns from one age group to another.

TERMS	YEARS
a. young	_____
b. maturity	_____
c. middle age	_____
d. old age	_____
e. retirement age	_____
f. age to get married (female)	_____
g. age to get married (male)	_____
h. prepared for parenthood (male)	_____
i. prepared for parenthood (female)	_____
j. expected life span	_____

INSTRUCTIONAL ACTIVITIES

BODY LANGUAGE

Ask students to examine the interactions between family members, friends, or even strangers. Tell them to pay as little attention as possible to verbal interaction and to note instead proximity, posture, gesture, facial expression, eye contact, relative position, and non-linguistic verbal cues. Have students answer the following questions in a one-page paper: Are you able to interpret the body language? Does this nonverbal communication conflict with what people communicate verbally? What happens if you reply verbally to nonverbal messages?

SOCIALIZATION—THE SCHOOLS

Remind the students that the school is an important agent of socialization. Have them evaluate the educational system of America and in a written report compare the American system with that of another country. Ask them to answer the following questions in their report: Using the theories of socialization, how well do you feel the school does in meeting the needs of growing children? What values does the school teach? In what areas do you agree or disagree with the system?

LABELS

The purpose of this activity is to demonstrate the impact of our environment on our normal behavior; as that environment changes, so does our behavior. Tell your students that you are going to place a strip of masking tape on their forehead. The tape will have a label on it, but they are not to look at their own labels. Divide your class into groups of seven, and distribute enough strips of tape for everyone. If there are several students left over, use them to observe or prod the groups of seven. (It is important that each group have seven members.) Give each group a topic to debate—one that you are sure they will not be able to resolve. Tell them they have fifteen minutes in which to reach a unanimous group decision endorsing or rejecting the topic statement. Use such statements as "Women should be treated by the military exactly as men are"; "Anyone who can make it to the polls should be allowed to vote." A group could also debate any local controversial issue on which a diversity of opinions is assured. Start the debate within each group, but add the following restrictions: each member of each group must react to comments by every other member of the group in terms of the label on the person's forehead. There are to be no exceptions. The labels to be used are as follows:

INSTRUCTIONAL ACTIVITIES

1. Tell Me I'm Right
2. Tell Me I'm Wrong
3. Praise Me
4. Ridicule Me
5. Ignore Me
6. Listen to Me
7. Respect Me

Walk around the room and remind students to obey the labels absolutely. You can heighten the effect by giving the "Ignore Me" label to the most outgoing member in each group and the "Listen to Me" label to a student who doesn't often speak up in class.

Once the exercise is completed, have each student try to guess the label that is on his/her forehead. Ask, "How was the performance of individual members of your group influenced when you reacted to them not as you usually do, but solely in terms of their labels?"

This game can be used to illustrate social learning theory in psychology or to show the impact of stereotyping behavior on people.

BELONGING TO GROUPS

Call to the students' attention that the student body in school is composed of many groups with which students identify. Have the students list the groups that they feel exist in the school. Have them tell what traits are common among the members of a specified group. Ask, "In what group would you place yourself?"

TELEVISION AND SOCIALIZATION

Discuss with the class the concept of socialization and how television is one of the main agents of socialization. Instruct the students to watch two programs especially designed for children as preparation for a discussion about learning to feel good about oneself, sharing, self-confidence, leadership, group participation, etc. Ask students to tell how they feel about these programs and to give specific examples from the shows to make their points. Suggested programs are "Sesame Street," "Mister Rogers," "Electric Company," "Captain Kangaroo," and "Zoom."

NONCONFORMITY

Instruct the students to either wear shoes that do not match or bodypaint a flower on their cheeks. Have them write down all the reactions they get from people and draw conclusions about the reactions they get. Ask how they felt about being a nonconformist. Then ask what kind of scientific method of study this activity is. A report can be written or presented orally to the teacher or the whole class.

INSTRUCTIONAL ACTIVITIES

GROUP AFFILIATION

Suggest to the students that one way of testing the strength of their group affiliations is to determine how willing they would be to disassociate themselves from a group. Duplicate and distribute copies of the survey and rating scale below and have students assess their own attitudes and willingness to leave the groups to which they belong. Then divide the students into groups of five or six to discuss their responses. Have them compare their answers and draw conclusions about their willingness to leave the specified groups. Encourage the students to give the same survey and rating scale to their friends and compare their friends' feelings with their own.

1 = desirable
2 = very willing
3 = willing
4 = prefer not to
5 = would do so only under absolute necessity
6 = could not consider the possibility

a. change your school or college	1	2	3	4	5	6
b. convert to another religion	1	2	3	4	5	6
c. give up your citizenship	1	2	3	4	5	6
d. move 3,000 miles from your family	1	2	3	4	5	6
e. change your political affiliations	1	2	3	4	5	6
f. quit a social group to which you belong	1	2	3	4	5	6
g. move to another part of the country	1	2	3	4	5	6

PART II: INSTRUCTIONAL ACTIVITIES ORGANIZED TO REFLECT CITIZENSHIP, MULTICULTURAL, AND HUMAN RELATIONS PROGRAM OBJECTIVES

CITIZENSHIP

HELP STUDENTS BECOME COMPETENT AT ACQUIRING AND USING INFORMATION.

1. Students can review the Preamble to the United Nations Charter for some ideas of behaviors that they might include as necessary for the peaceful survival of the planet Earth. The preamble is generally available in encyclopedias.

   Students working in groups can be asked to write "Survival Behaviors for the Planet Earth." The behaviors should be categorized by the students as either for individuals or for nations.

2. Students can apply basic computational skills in determining the extent to which different ethnic groups are represented in the population of the United States.

First, have students identify the different ethnic groups represented in the class, grade, and/or school. Second, have them count the number of these groups present in the given population. Third, using these numbers, have students:

A. Create a frequency chart of the ethnic groups represented.

B. Make a bar graph of these frequency distributions.

C. Practice their basic computational skills of addition, subtraction, division, and multiplication using the frequency counts of ethnic groups represented in their class, grade, and/or school.

3. Have the students locate the following information about people living in Italy, Israel, China, Mexico, and Kenya (or some other set of countries you select). Compare the information from each country selected with the same for its people's American equivalent—i.e., Italian-Americans, American Jews, Chinese-Americans, Mexican-Americans and/or Afro-Americans (average income, education levels, major health care problems, average family size, occupations, major crimes, etc.)

HELP STUDENTS ASSESS INVOLVEMENT AND PROMOTE THEIR OWN AND/OR VARIOUS GROUPS' INTERESTS WHILE PARTICIPATING IN CIVIC AND OTHER SOCIAL ACTIVITIES.

1. Arrange for the class to visit a state legislator. Prepare the class to ask in-depth questions on her/his voting record.
2. Have students research and report on the influence of the liquor industry on the defeat on women's suffrage in several states. Students will acquire knowledge and appreciation for the contributions of various cultural groups to the fields of nutrition, medicine, and environmental science.
3. Teachers can provide lists of ethnic group members who have made contributions in the fields of medicine and nutrition. The students will select one of the names from the list, obtain information from a variety of sources about the individual, and write a report on their findings using illustrations to display the contribution visually.
4. Students can be asked to examine issues involved in the strike of Chicano garment workers in the Southwest (Chicanos Strike at Farah), as a strategy for change.
5. Have students collect information about the Gray Panthers, an activist group dedicated to securing equality, particularly for older Americans.
6. Have the students study the events that lead to the signing of the regulations for the Rehabilitation Act of 1973. Did the commitment of handicapped persons have an impact? Why?

INSTRUCTIONAL ACTIVITIES

HELP STUDENTS DEVELOP THE ABILITY TO MAKE JUDGMENTS AND DECISIONS.

1. Present the following situation and ask students individually to make a decision:

   Two of your best friends are running for student council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council, which she has shared with you, and she is very shy. What will you do?

2. Ask students to list three important goals they want to accomplish this year. Potential goals can have varying time limits and varying functions. The concept of long- and short-range goals, could be reinforced by setting time limits on goals of a week, a month, and three months. The kinds of goals could be varied to emphasize diversity (e.g., hobby exploration, personal habits, people relationships, knowledge of a concept or thing, physical task completion, etc.).

3. In groups of six or seven, learners should imagine they are a high-level government group which must decide who will be admitted to a fallout shelter during a nuclear attack. Of the 10 people in the shelter only six can remain because of the limited survival supplies. The group should try to make the best decision for humanity since these may be the only ones to survive the nuclear attack.

   Each individual has five minutes to make a decision. Then the learners, as a group, have 15 minutes to make a joint decision. Everyone should agree on the decision. The ten people are as follows:

   1. Botanist and nutrition authority, who has cerebral palsy (39 years old)
   2. Farmer/rancher (57 years old)
   3. Olympic athlete (decathalon) (22 years old)
   4. Medical intern/student (27 years old)
   5. Famous historian and author (42 years old)
   6. Priest (65 years old)
   7. Electronics technician (34 years old)
   8. Movie and TV performer (36 years old)
   9. Elementary school teacher (46 years old)
   10. Accountant (48 years old)

4. Ask students to look for current examples of people caught in circumstances which determine or limit their choice of action. Such examples could come from the daily paper or the "real drama" selections in the READER'S DIGEST. Use these examples as part of a discussion activity.

INSTRUCTIONAL ACTIVITIES

PROVIDE STUDENTS WITH OPPORTUNITIES TO COMMUNICATE AND COOPERATE WITH OTHERS

Students can learn a communication skill that will improve group discussion and empathizing skills.

This is an excellent way to build class discussion skills. It works best with a controversial topic where students are giving opinions and supporting those with facts.

1. Use a topic where interpretation and understanding of what others are saying is necessary. Here are a few suggestions. If you were making an advice booklet for parents what would you put in it? What are some effective ways you have handled put-downs from other kids? What are some of the things you would like about being another race, another age? What should parents or teachers do when you hit another kid (or swear at another kid)? What are some of the ways to better get to know people different from yourself—different race, neighborhood, age, sex?

   Explain that after the first person speaks, the next person is to rephrase what the first speaker said. This must be done in the second speaker's own words, but accurately enough to satisfy the first speaker. If the second person cannot do that, then the first should repeat what was said until the second can rephrase it correctly. The third speaker must rephrase that before providing yet another contribution. Discussion proceeds in this manner. Before any student can join in the discussion, the previous speaker's contribution must be rephrased.
2. Students sit in a circle. The first speaker starts with a ball of yarn, tying the end loosely around one wrist. When through talking, the ball of yarn should be gently thrown to the next speaker. After that person is finished, the yarn should again be wound once loosely around one wrist and thrown onward. In this way students can keep track of the pattern of a discussion.
3. Students sit in a fairly tight circle. Give each student ten or more dried beans or peas. Place a large container, such as a garbage can, in the center of the circle. Each time someone talks one of their beans should be thrown into the container. When a student's supply of beans is gone further participation in the discussion is prohibited.
4. Explain to the students that brainstorming is a method which is helpful in getting people to think creatively and in getting many solutions to a problem. Often, hearing others' ideas helps get one thinking better. Discuss the rules of brainstorming, then post in front of the room. Remind students to follow them during the activity.

INSTRUCTIONAL ACTIVITIES

Brainstorming Task One. Each small group must develop an agreement on a name for this product: sneakers which have striped fluorescent uppers, waffle bottoms, Wilma Rudolph's signature, double holes up each side for fancy lacing, and autograph space around the edges. After ten minutes call "time" and have each group share the title it created.

Brainstorming Task Two. Students develop a composite of solutions for how to do a task. Tell each group that often the process for picking teams in gym class or on the playground isn't helpful because some people are always picked first and others last. Come up with new ways of picking teams that would be fun and make everyone feel good! After five minutes have groups share their ideas.

Brainstorming Task Three. Students should develop a problem-solution of a more subjective nature. Tell them: "You told your best friend that you think your parents are getting a divorce. You explained clearly that this was confidential and not to be told to anyone. A few days later you discover that your friend has told everyone. What are you going to say to your friend? What are you going to do?" After ten minutes have all groups share their ideas.

5. Have students write down three questions they would like to ask another person in order to get to know that person better. Encourage students to ask unusual questions. Rather than, "Where do you live?" ask questions like, "If you could be granted one wish, what would it be?" "What is one thing you've done that you're proud of?" "Where in the world would you most like to visit?"

   Students mill around the room. Each finds another student to speak with, and asks one question. The other person asks one in return. Students should write down the name of the person interviewed and a summary of how that person answered the question. When finished with one person, they move on to another, with another question.

   When students have had an opportunity to interview three or four people, come back into the large group and sit in a circle. Begin with one student. Ask everyone who interviewed her to share the question they asked and what they learned about her. Go on to the next student and continue until everyone has had a chance to be highlighted.

6. Volunteers will be recruited from the class to simulate the experience of having a hearing impairment for part of a school day. These volunteers will wear ear plugs in their ears or wear headphones from the time they arrive at school the following day until after lunch recess. Classes will be conducted as usual and the students will be instructed to do what they usually do. A discussion of the simulation experience will begin lesson 3.

The students who participated in the hearing impairment simulation will relate their experiences to the class. Classmates will be encouraged to ask questions and relate their encounters with the "hearing impaired" students.

- —How did it feel to have a hearing loss?
- —What problems did you encounter in class? at lunch? at recess?
- —What did you do to compensate for your hearing loss?
- —What were the reactions of your fellow students? Did they tease you? Ignore you? Become impatient? How did you feel about it?

The school speech and language therapist might be invited to explain audiometric testing. The therapist can demonstrate how an audiometer works and how it measures a person's hearing. All of the students have had this experience as part of the school's hearing screening program. The therapist might enlist volunteers to have hearing tested.

The therapist can demonstrate the use of a hearing aid. The students should have an opportunity to examine a hearing aid. The therapist may be asked to explain the different types of speech and language problems.

- —Articulation; the production of sounds
- —Language development; syntactical problems

Several of the students in the regular classroom participate in the speech therapy program. A volunteer can be enlisted to demonstrate a "typical" speech therapy session.

The students should be provided an opportunity to ask questions of the therapist.

7. There are projects that need to be accomplished in any school that both handicapped and nonhandicapped students can work together to complete. A project will be set up so that all students involved can contribute to its successful completion.

   The project: to design and execute a large classroom bulletin board. This was selected because it is a concrete experience, it is functional, and it has purpose. The special education and regular classroom teachers would coordinate times at which their students could work together on the project. The students would be responsible for actually planning and carrying out the project under the guidance of their teachers.

INSTRUCTIONAL ACTIVITIES

Discussion would take place, involving

—small group work: What is the idea? Design? What will it say? What material will be needed?

—small group work: Who will work together? What responsibilities will each group have? How will jobs be delegated?

Cooperation and working toward a common goal will be stressed throughout.

Other joint projects and activities could be planned. They should be real and purposeful activities; age/ability appropriate and yet challenging for both the handicapped and nonhandicapped children. Examples could be a field trip or organized games.

MULTICULTURAL EDUCATION

HELP STUDENTS UNDERSTAND AND APPRECIATE THE WORLD AS A MULTIRACIAL, MULTILINGUAL, AND MULTINATIONAL PHENOMENON.

1. Provide the students with a series of universal emotions/feelings such as anger, joy, sadness and fear. Ask them to demonstrate each emotion using facial expressions and body movement(s). (It may be difficult for young children to distinguish between facial expressions.)

   Explain that all people experience these emotions/feelings, but show them in different ways depending on their culture. Ask the students to name other kinds of emotions that might be universal and demonstrate them.

   Then, ask the students to demonstrate the way they would use facial expressions and body movement to show respect to a parent, teacher, another student and an elder.

   Discuss some traditional ways persons from various cultural groups might demonstrate respect for the persons listed above. Then, ask the students to demonstrate them.

   You might wish to expand upon this lesson by including the way time, space, and touch are viewed differently by people of diverse cultures and to use poetry appropriate for this level to express gladness and such.

2. Provide the students with examples of songs or poetry with unique styles developed by a variety of groups, for example:

   Poetry—Japanese: Haiku or Tanka
   Mexican: Corridos

   Song—African-Americans: Spirituals
   Polish: Folk Music (Mazurkas)

Discuss the relationship the poetry and/or music has to the culture from which it originated.

Ask the students to develop examples of these styles based on their own experiences. Then, have them display or demonstrate them.

2. Make a list of the class's favorite fairy tales. Have the class as a group select one or two favorite fairy tales. Have pupils, working individually or in small groups, write and illustrate their own fairy tales or revise some of the traditional stories to make them fair.
3. Create a bulletin board to be used in developing and comparing sets of pictures. Discuss with children the many variations of what constitutes a family. Have each child draw a picture of the people in his/her family (including the child) doing their favorite thing (e.g., dancing, picnicking, eating, shopping, going to church and watching television, etc.). Assist each student in completing this title, "_____'s Family," to be affixed at the bottom on his/her picture. Display the pictures on the bulletin board using a title such as "Our Families." Use the students' pictures for activities such as naming the members of each child's family, determining families with more, less, or as many members. Next, make an "Americans All" game board.
4. Divide students into small groups. Each group takes one or several calendars collected from other school systems. Give each group at least one library book about holidays of other cultures. Each group lists several holidays it would like to add to the school calendar. These should acknowledge the contributions of other peoples or cultures to our history or customs.

HELP STUDENTS UNDERSTAND AND APPRECIATE THE INTERDEPENDENT NATURE OF THE WORLD.

1. Provide the students with magazines which represent different cultures in the United States and the world. Be sure stereotypic and "exotic" photos are removed or the lesson is developed to address the matter of stereotypes. Be sure, too, that simplistic lessons that require children to study about "strange and exotic" aspects of those who are different do not prevail.

   Divide them into groups. Ask each group to make a collage on one of the following topics:

   (1) "One Big Family" (picture of faces of people throughout the world)

   (2) "Families Eating" (pictures of people throughout the world eating)

   (3) "Families Working" (pictures of people throughout the world working in different ways)

INSTRUCTIONAL ACTIVITIES

(4) "Families Playing" (pictures of families throughout the world having fun)

(5) "Families Helping" (pictures of families throughout the world helping others)

(6) "Families Cooking" (pictures of families throughout the world cooking)

After the children have completed their collages, put them on the bulletin board with the "One Big Family" collage as a focal point. In all the pictures, be sure to include people who belong to different domestic cultural groups, i.e., blacks, Hispanics, native Americans, Asian-Americans, women, handicapped and the aged.

This activity teaches students to explore spoken languages that are different from the language they speak and to become acquainted with diversity in American culture. Look at common phrases and terms used in American language: What do the words mean? Where did they come from? Find out if students in the class speak another language either at home, through travel, or through conversations with friends. Emphasize the idea that cultural diversity is expressed through the many different languages spoken by Americans coming from various cultural backgrounds. Generate a list of cultural groups represented in the class and identify some of the languages spoken by ethnic Americans. Ask students how we could use language to find out more about Americans with different cultures and about the students' own culture. Students bring in magazine pictures, photographs, and posters of people from their own ethnic backgrounds. Also, bring in recordings of different languages, tape recordings of different voice sounds, and ads relating to foreign languages and dictionaries. Arrange students in heterogeneous groups of 4 to 5. The students look up the origins of common phrases and terms in American language. Students use pictures and posters to develop their thoughts using different languages. By observing the visuals and each other, students express in the language what people are saying or thinking.

2. Provide the students with a variety of pictures and photographs of Americans from different ethnic backgrounds and samples of the contributions they have made to American society. Discuss these with the students, and lead them to the understanding that "American society" is a "group," too. By having all these different individuals share their talents, American society functions better. Make a list of the names of the individuals that have been introduced earlier. Prepare dittoed sheets of drawings of their contributions to American society. Have the students work in small groups to match the names of the ethnic individuals with their contributions. If the students' writing skills are adequately developed, they can write captions for the pictures and drawings.

3. Have the students interview teachers, relatives, and community leaders representing ethnic groups in the society. Their objective is to find out what contributions each group has made to the society. Students work in small groups to pool their information and to make a journal. The teacher distributes dittoed sheets listing American ethnic groups and categories such as science, engineering, arts, medicine, and civil rights. Students investigate contributions made by Jack Benny, Fiorello LaGuardia, Dwight D. Eisenhower, Martin Luther King, Jr., Nat King Cole, Leontyne Price, Sam Levinson, John F. Kennedy, Nikki Giovanni, George Ballanchine, Arthur Mitchell, and Walter Damrosch to form ideas for criteria to recognize ethnic contributions.
4. Have each learner choose a cultural or ethnic group represented in this country which is different from his/her own. Have the learners explore this group to the extent the facilitator feels is appropriate. (This may be dependent on available materials, number of meetings, etc.) At the minimum, learners will need to read four or five articles or readings to establish some knowledge about the cultural/ethnic group they selected. When the research is completed, group the learners who have studied the same culture or ethnic groups and have them present a group report or panel discussion.

HELP STUDENTS DEVELOP A WORLD VIEW.

1. Prepare a dittoed sheet showing various types of ethnic homes, dress, and foods, and the names of cultural groups. Have the students work in pairs, trios, or individually and color the objects they recognize. Each student tells which objects he/she uses.
2. Ask students to read articles in newspapers/magazines and to bring in pictures dealing with people's needs. Examples are as follows: need for family, friends, recognition, employment, acceptance, and participation in government. Students choose issues to work with in small groups. Students discuss individual concerns about the needs of people from different ethnic backgrounds. Each group generates a list of topics for discussion by members of different ethnic groups. The teacher leads the discussion of people's needs pointing out what is available in other societies, how different people are treated, how various groups gain recognition and the tools they use to gain it, and why certain groups have not been allowed to participate on an equal basis in the society. Ask students to write about an instance when one of their own needs was denied. Have them include their reactions. Students may improvise situations that show concern for common human needs. The class discusses these concerns.

INSTRUCTIONAL ACTIVITIES

3. Obtain magazines, newspapers, and other reference materials. Then have students look through these resources and focus on articles dealing with local, state, and national issues on which ethnic and cultural groups have expressed an interest or taken a position. For example, on the issue of crime and law enforcement, students identify which members of the community are involved, the ethnic groups represented and how class members feel about this particular issue. Students may invite a guest speaker to discuss a point of view on the issue and find out why individuals feel the way they do on the subject. Have students set up a "newspaper operation" with small groups to act as news editors and reporters covering the story. The reporters interview persons in school or in the community. Class members learn the positions of the various ethnic groups and give their own views on the issues. Each group lists common needs and reasons for varying points of view, and arranges all needs into categories. Students prioritize needs and make suggestions for meeting basic needs in the society and resolving issues.
4. Engage in a classroom discussion which includes divergent types of questioning such as the following:
   - —Can we always draw accurate pictures of people we think we know?
   - —Do the people who belong to a particular group all look the same?
   - —Are there characteristics about all people, regardless of their ethnic/cultural group, which are similar?
   - —Will those who belong to the same group act the same? Dress the same? Like the same things?
   - —What are some ways that people who belong to the same group differ?
   - —Are the customs and ways of thinking of those who belong to a particular group necessarily better than the customs and ways of thinking of those who belong to other groups?

   Teachers might also develop lessons on similarities and differences focusing on plants, pets, and families.
5. Assign students to watch a television show that has different ethnic groups represented in the cast. Ask students to describe the role of each of the characters and how it matches their own experiences with individuals. The teacher discusses the notion of stereotypes and ethnocentrism with examples of positive stereotypes and negative stereotypes. Students supply other examples of a stereotype. Students play a game called "Disjunctive Categories."

INSTRUCTIONAL ACTIVITIES

The idea is to have the players make up categories to items that require either one or another of something but not both. For example—black hair or black shoe, or red socks or red combs. Students learn to distinguish between negative and positive instances of a category. After the game, students from discussion groups talk about their own interests, beliefs and what they have learned about stereotyping.

6. Students can be asked to identify contributions of cultural groups
   - —List other foods specifically related to various cultures.
   - —Collect multicultural recipes. Make a booklet from the collection. The booklet may be distributed to parents and other community members.
   - —Plan appropriate meals that may be served in specific cultural settings.
   - —Simulate and dramatize how meals are served in different cultures.
   - —Make dioramas and/or murals depicting mealtime in different cultures.
   - —Visit restaurants that specialize in cultural dishes.
   - —Find out where foods used for specific cultural dishes are grown.
   - —Make maps showing where various foods are grown. Illustrate climatic and physical features on the maps.
   - —Encourage students to look for foods representing various cultures when they go to the supermarket.
   - —Have students plan menus that may be served in the school cafeteria.

HELP STUDENTS RECOGNIZE AND APPRECIATE AN ATMOSPHERE IN LEARNING AND WORK WHICH IS DEVOID OF BIAS AND DISCRIMINATION.

1. Direct a group discussion which analyzes stereotyping with regard to sex, race, age, ethnicity, religion, class, exceptionality, and other variables.
2. Have the class brainstorm a list of occupations, noting those occupations that are identified as belonging to a certain ethnic group by the language of the job title. Have the class brainstorm new titles for each of these occupations that describe the job being done, rather than the cultural background of the person doing the job.
3. Have students choose popular television shows and movies to evaluate for stereotyping.

INSTRUCTIONAL ACTIVITIES

4. Have students examine popular songs and folk songs for the images of individuals and relationships portrayed through the lyrics.
5. Have students conduct an "Attitudes Survey" both in school and in their home neighborhoods on the subject of women and sports.
6. Display pictures of females and males performing sex-role-stereotyped tasks. Have pupils describe the people in the pictures in terms of the activity performed (reading, running, serving) and the personal characteristics revealed (busy, energetic, rough).
7. Divide the class into groups. Have each group examine a story or section of a basal reader used in the class. Chart their findings:

   Title of Story:

Name of Character	Child or adult?	Female or male?	Description of character	Actions of character

8. Have students define, explain, and discuss the following words, using both a dictionary and their own knowledge and experience:
   a. sexism
   b. female roles
   c. male roles
   d. stereotyping
   e. equality
   f. discrimination
   g. folkways
   h. customs
   i. laws
   j. handicapped persons

HUMAN RELATIONS EDUCATION

HELP STUDENTS DEVELOP FEELINGS OF SELF-WORTH AND CONFIDENCE IN THEIR OWN CAPABILITIES.

1. Have the students compile an autobiography focusing on successful and unsuccessful activities from early childhood to the present. Encourage the learners to view their successful as well as unsuccessful activities as learning experiences. This means positively focusing on why an activity was unsuccessful for them, rather than negatively focusing on it as a "fault."

2. Have the students make a list of 15 to 20 activities they enjoy. Once this is completed, all can join a large group or form small groups to discuss the factors (e.g., family, sex, educational experiences, cultural/ethnic background, friends, locale, etc.) which affected the choices made.

   Then have the learners make a journal entry to explore the reasons for initiating these activities, which activities they see as temporary or passing, which have growth potential and which they feel they will continue.

   Have the students list and rank the roles they think their parents see them in, that their friends see them in, their siblings, their teachers, etc. Then discuss the results.

3. Ask students to identify and share positive points about their own personalities and skills and learn about those of classmates.

   Explain to students that this is an "affirmation" activity, one which helps them feel good about themselves. They will have the opportunity to share their positive feelings about themselves and then listen to these be repeated. Divide students into pairs. Try to pair those who do not know each other well. Give students in the class one minute to think of ways they like themselves and of skills they have. You can give a range of examples like the following: things you're good at, such as bikeriding, cooking, carpentry; things you do well as a person, such as helping your friends when they're in trouble, doing chores for neighbors, not criticizing people; and personality traits, such as being fair, cooperative, kind, and understanding of others' feelings. Have younger children make a list so they can remember.

   When you tell them to begin, one person in each pair spends three minutes or less telling their partner these positives. The listeners may not talk except to give the speakers one-word reminders not to put themselves down in anyway or qualify what they say.

   Each pair now gets together with another pair. Then each person in the group of four introduces his/her partner to the other two people. She/he tells the other two as many good things about his/her partner as she/he can remember. All four get a turn to do this.

HELP STUDENTS DEVELOP AN APPRECIATION OF AND A CONCERN FOR ALL LIVING THINGS.

1. Have each pupil draw a friend. The pupil, (or teacher using pupil's dictation) writes a sentence describing the friend. Compile pictures into a book for a language arts lesson. Pupils can share the pictures with other classes.

INSTRUCTIONAL ACTIVITIES

Students will understand that there are different kinds of friendships (e.g., with parents, peers, siblings, teachers, neighbors, and others). Are your friends mostly girls or mostly boys, or are they both? Has it always been this way? Are your friends older or younger than you or the same age? Has it always been this way?

2. Have each pupil write a story about a friend or friendship experience. Suggested topics

   What is a friend?

   Why are friends important?

   What do you do with your friend?

   Why is a friend special?

   What kind of fun things do you share with your friend?

   How can a friend teach and help another friend?

3. Students will be encouraged to develop personal recognition of feelings, to share these feelings, and then to relate them to the concept of "values." Ask students to respond to each of the following orally or in writing: What is something you feel good about...

   that you do on your own?

   that has to do with school?

   in relation to your family?

   in relation to money?

   that took courage?

   that was a recent difficult decision?

   that recently required a lot of work?

   that you have made?

   that you have purchased?

   that you have changed in your life?

   that you have done for others?

   that you do which makes others happy?

   that is an achievement?

   that is a goal for your future?

INSTRUCTIONAL ACTIVITIES

HELP STUDENTS BECOME AWARE OF
THEIR OWN VALUE POSITIONS AND POSITIONS
HELD BY OTHER INDIVIDUALS AND GROUPS.

1. Read the story or listen to the recording of "Dudley Pippin and the Principal" and "It's Alright to Cry," from the record or book, *Free to Be... You and Me.*

   Have pupils bring in pictures of people from magazines and newspapers; include an equal number of females and males.

   Suggest students draw pictures of people displaying emotions.

2. Present the following situation to the students:

   The husband is a systems analyst for IBM. The wife works parttime in a research laboratory. She has been offered a fulltime scholarship in microbiology at a university 1,000 miles away from home. In-laws now live within walking distance of the family. The group must decide whether the family will move.

   Break the learners into groups of six for role playing. Assign each learner one of the following roles:

   Husband—play the role as you wish.

   Wife—you want to go; this is something you have always wanted.

   Child (age 15)—you don't want to go; you like your high school and your friends.

   Mother-in-law—play the role as you wish.

   Father-in-law—play the role as you wish.

   Observer—make notes on the following questions:

   What strategy was used to reach a decision?

   What were the reasons for the decision?

   What kind of sex-role stereotyping existed?

   Give the learners time to review the roles and individually develop a plan of action for their role.

   Role play the situation for 10-20 minutes, then discuss the decision and the decision-making process.

3. Present a list of values (such as the one below) or develop such a list with students. Ask them to rank these values according to the importance in their lives. Suggest to the students that it may be easier to rank the values if they first personally define them. This defining can be done individually or in a group.

INSTRUCTIONAL ACTIVITIES

Health
Family Involvement
Money/Wealth
Security
Helpfulness/Social Responsibility
Recognition/Achievement
Independence
Companionship/Friendship
Adventure
Influence
Knowledge
Imagination
Emotional Strength
Physical Strength
Honesty
Faith/Religious Beliefs

When the rankings are completed, the learners should form small groups (three or four people) to discuss the rankings.

4. Divide the students into several groups and have them respond to the following key questions about Cesar Chavez, Franklin D. Roosevelt, and Eleanor Roosevelt: who, when, where, how, why, what.

   They may gather the information by reading, talking with someone, or listening to filmstrips/movies.

   After they have gathered and organized the data, ask them to share it with the class.

   After all the information has been shared, involve the students in a discussion to compare the work/life of the three individuals. Have them respond to ways in which the lives of the three individuals are similar, ways in which their lives are different and ways in which they demonstrated concern for the rights and well-being of all people.

HELP STUDENTS UNDERSTAND AND APPRECIATE THE RIGHTS, PRIVILEGES, AND DUTIES OF CITIZENS IN A DEMOCRATIC SOCIETY.

1. Have a student read "Speech by a Famous Advocate of Human Rights" to the class, without telling the student or other members of the class who wrote and delivered it, and what its intent was.

INSTRUCTIONAL ACTIVITIES

2. Have students conduct a survey at school and in their neighborhoods to determine the amount of information and the attitudes people have about the ERA. Have students determine whether people can correctly identify the text of the ERA. Have students ask, "What does 'equal rights for women' mean to you, in your own words?"
3. Have students compile a list of court cases dealing with women's rights in the first two decades, noting in each case the level of judicial decision and important personalities.
4. Have students investigate the rights of persons with handicaps. For example, "What does 'access' mean? Is it only physical access to buildings? Has it been achieved?"

NOTES

NOTES

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APPENDIX

APPENDIX

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APPENDIX

RESOURCE ORGANIZATIONS

National Education Association
Human Relations
1201 16th Street, NW
Washington, D.C. 20036.

Anti-Defamation League B'nai B'rith
315 Lexington Avenue
New York, New York 10016.

Ohio Civil Rights Commission
240 South Parsons
Columbus, Ohio 43215.

American Association of School Administrators
1801 N. Moore St.
Arlington, Virginia 22209.

Project of Equal Educational Rights (PEER)
1522 Connecticut Avenue, NW
Washington, D.C. 20036.

National Organization for Women
5 S. Wabash, Suite 1615
Chicago, Illinois 60603.

Council of Chief State School Officers' Resource Center on Sex Equity
400 North Capitol Street, NW, Suite 379
Washington, D.C. 20001.

Federal Education Project Lawyers' Committee for Civil Rights Under Law
733 15th Street
NW, Washington, D.C. 20005.

Project on the Status and Education of Women
Association of American Colleges
1818 R Street
NW, Washington ,D.C. 20009.

Council on Interracial Books for Children
1841 Broadway
New York, New York 10023.

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091.

APPENDIX

SPECIAL EDUCATION REGIONAL RESOURCE CENTERS (SERRC):

Central Ohio SERRC
470 Glenmont Avenue
Columbus, Ohio
(614) 262-4545

Cuyahoga SERRC
14605 Granger Road
43214 Maple Heights, Ohio 44137
(216) 587-5960

East Central Ohio SERRC
818 Boulevard
Dover, Ohio 44622
(216) 343-3355

East Shore SERRC
7900 Euclid-Chardon Road
Kirtland, Ohio 44094
(216) 256-8483

Hopewell SERRC
5799 West New Market Street
Hillsboro, Ohio 45133
(513) 393-1904

Lincoln Way SERRC
1450 West Main Street
P.O. Box 166
Louisville, Ohio 44641
(216) 875-2423

Miami Valley SERRC
1830 Harshman Road
Dayton, Ohio 45424
(513) 236-9965

Mid-Eastern Ohio SERRC
2226 23rd Street
Cuyahoga Falls, Ohio 44223
(216) 929-6634

North Central Ohio SERRC
2200 Bedford Avenue
Mansfield, Ohio 44906
(419) 747-4808

North East Ohio SERRC
409 Harmon Street, NW
Warren, Ohio 44483
(216) 394-0310

Northern Ohio SERRC
218 North Pleasant Street-Room 100
Oberlin, Ohio 44074
(216) 775-2786

Northwest Ohio SERRC
10142 Dowling Road, Route 2
Bowling Green, Ohio 43402
(419) 833-6761

Pilasco-Ross SERRC
411 Court Street
Portsmouth, Ohio 45662
(614) 354-4526

Southeastern Ohio SERRC
507 Richland Avenue
Athens, Ohio 45701
(614) 594-4235

Southwestern Ohio SERRC
415 Herman Street
Cincinnati, Ohio 45219
(513) 241-8641

West Central Ohio SERRC
Route 6, Box A-3
North Dixie Highway
Wapakoneta, Ohio 45895
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